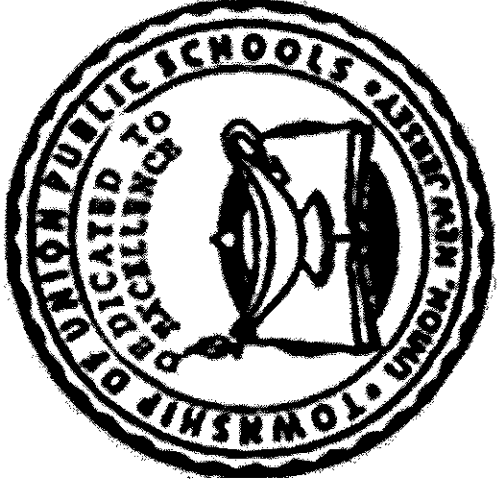


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Social Studies Grade 2**

**Curriculum Guide  
Updated June 18, 2019**



### **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.



## Course Description

The grade two social studies curriculum is based on the New Jersey Student Learning Standards for Social Studies. The learning objectives serve as a framework of the social studies content and are the foundation for the course. These objectives state what content and processes students will be able to do at the conclusion of their social studies experience. Higher-level thinking processes have been incorporated into the objectives. In addition, lessons in friendship, respect, and tolerance have been included in conjunction with NJSA Holocaust/Genocide Education and the NJSA Amistad Curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Culture	36
Unit 2: Geography	36
Unit 3: History	36
Unit 4: Economics	36
Unit 5: Citizenship	36



## Unit Standards Overview

**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.





**Curricular Units**  
**Unit 1: Culture**

Essential Questions/ Standards	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities
How do we live together?	<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> </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> </ul>
Why do groups have rules?	<ul style="list-style-type: none"> <li>Understand that we all belong to communities. The people of the community vote on the laws.</li> </ul>	<ul style="list-style-type: none"> <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> </ul>
Why do people vote?	<ul style="list-style-type: none"> <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>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>
How are people different and how do those differences make us special?	<ul style="list-style-type: none"> <li>Understand that special ways of doing things make up customs, traditions, and culture.</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> </ul>
<b>NJSLS-SS 6.1, 6.2, 6.3</b>	<ul style="list-style-type: none"> <li>Understand that many different types of people make up a community.</li> </ul>	<ul style="list-style-type: none"> <li>With the class, make a list famous artists, inventors, scientists, and musicians. Discuss how these people make communities better places to live.</li> </ul>
<b>(NJSA 18A:35-28 Holocaust/Genocide)</b>	<ul style="list-style-type: none"> <li>Understand that each one of us is unique and special.</li> </ul>	<p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: The Patchwork Quilt, Yettele's Feathers (Links Below)</b></p>
<b>The Amistad Bill (A1301)</b>		<ul style="list-style-type: none"> <li>ReadWorks.org</li> </ul>



<ul style="list-style-type: none"> <li>• ReadWorksDigital.org</li> <li>• Flocabulary.com</li> <li>• Brainpop.com</li> <li>• Teachertube.com</li> <li>• <a href="http://www.njiamistadcurriculum.net/">http://www.njiamistadcurriculum.net/</a></li> <li>• <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>• <a href="https://www.youtube.com/watch?v=JGMfSL Eer3c&amp;t=33s">https://www.youtube.com/watch?v=JGMfSL Eer3c&amp;t=33s</a></li> <li>• <a href="https://www.youtube.com/watch?v=IyoY5Ow9-sq">https://www.youtube.com/watch?v=IyoY5Ow9-sq</a></li> </ul>	
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Unit 1 Assessment Plan	
<p><b>Formative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Think-Pair-Share</li> <li>• Exit Slips</li> </ul>	<p><b>Summative Assessment</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul>

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Support English Language Learners: <b>*All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> </ul>	<p><b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Students with Disabilities: <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> </ul>	<p><b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> </ul>



<ul style="list-style-type: none"> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Real-world problems and scenarios</li> </ul>
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Unit 1 Connections	
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Technology Standards</u></p> <p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> 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.</p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <u>NJ Career Readiness Practices</u></p> <p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP3: Attend to personal health and financial well-being.</li> <li>• CRP4: Communicate clearly and effectively and with reason.</li> <li>• CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6: Demonstrate creativity and innovation.</li> <li>• CRP7: Employ valid and reliable research strategies.</li> <li>• CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• CRP9: Model integrity, ethical leadership and effective management.</li> </ul>



<ul style="list-style-type: none"> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>	<p><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/assignments/etc. Refer to the NJ Student Learning Standards</i></p> <p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>
<p><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/documents/assignments/etc. Refer to the 21st Century Life and Skills</i></p> <p><b>21st Century Themes and Skills</b></p> <p><b>21st Century Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> <li>● Critical Thinking and Problem Solving (T) (A)</li> <li>● Communication (E)</li> <li>● Collaboration (E) (T)</li> </ul>	





Unit 1. Geography

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPIs)	Activities
<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 6.2, 6.3</b></p> <p><b>(NJSA 18A:35-28 Holocaust/Genocide) The Amistad Bill (A1301)</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> <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>• 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> <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> </ul> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum</b></p>



**Guide and The Amistad Commission's  
Literacy Components for Primary  
Grades: Follow the Drinking Gourd  
(Link Below)**

- [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)
- <http://www.njarnistadcurriculum.net/>
- <https://nj.gov/education/holocaust/curriculum/>
- <https://www.youtube.com/watch?v=hGvmf66OcMs&list=PLKwAZJG-gMOihFpCMxLrVcSLQoYfINMAX&index=1>

**Unit 2 Assessment Plan**

**Formative Assessment**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

- Questioning
- Think-Pair-Share
- Exit Slips

**Summative Assessment**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

- End of Unit Test
- Mid unit quizzes
- Performance Assessments



Unit 2 Suggested Modifications/Accommodations/Extension Activities		
<p><b>English Language Learners (ELL)</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support English Language Learners: *All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills</li> <li>• Pairing students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Special Education / 504</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Students with Disabilities: *Refer to students' IEP for specific modifications and accommodations</p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Gifted and Talented</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p>Examples of Strategies and Practices that Support Gifted and Talented Students:</p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

Unit 2 Connections		
<p><b>NJSLS - Technology</b> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Technology Standards</p>	<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> 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.</p>	<p><b>Career Readiness Practices</b> When possible, provide links to specific samples/ documents/ assignments/etc. Refer to the NJ Career Readiness Practices</p> <p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP3: Attend to personal health and financial well-being.</li> <li>• CRP4: Communicate clearly and effectively and with reason.</li> </ul>



<ul style="list-style-type: none"> <li>● CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6: Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>	<p><b>Interdisciplinary Connections</b>  <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.</i>  Refer to the NJ Student Learning Standards</p> <p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>
<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the 21st Century Life and Skills</p> <p><b>21st Century Themes and Skills</b></p> <p><b>21st Century Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> </ul>	<p><b>21st Century Skills</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>  Refer to the 21st Century Life and Skills</p> <p><b>21st Century Themes and Skills</b></p> <p><b>21st Century Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> </ul> <p><b>21st Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> </ul>





● *Critical Thinking and Problem Solving (T) (A)*

● *Communication (E)*

● *Collaboration (E) (T)*

### Unit 3: History

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPI/s)	Activities
How did people from long ago make a difference?	<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></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></ul>
What are some ways that we communicate with each other?	<ul style="list-style-type: none"><li>• Understand why settlers left England. Identify King George, Paul Revere, and the Declaration of Independence.</li></ul>	<ul style="list-style-type: none"><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></ul>
What makes a good leader?	<ul style="list-style-type: none"><li>• Understand that pioneers explored the west, sometimes pushing Native Americans off their land.</li></ul>	<ul style="list-style-type: none"><li>• Have students pretend to be explorers. Keep a journal of what was seen, people met, and plants and animals interacted with.</li></ul>
<b>NJSLS-SS 6.1, 6.2</b>	<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>• Students complete the writing prompt: Harriet Tubman's story is significant because...</li><li>• <b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: Moses: When Harriet Tubman Led Her People to Freedom, Freedom's School (Links Below)</b></li></ul>
<b>NJSA 18A:35-28 Holocaust/Genocide Education</b>		<ul style="list-style-type: none"><li>• ReadWorks.org</li></ul>



<p><b>Amistad Bill (A1301)</b></p>	<ul style="list-style-type: none"> <li>• ReadWorksDigital.org</li> <li>• Flocabulary.com</li> <li>• Brainpop.com</li> <li>• <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>• <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>• <a href="https://www.youtube.com/watch?v=ECF9d5fC8S0">https://www.youtube.com/watch?v=ECF9d5fC8S0</a></li> <li>• <a href="https://www.youtube.com/watch?v=57pvfN8HlHg">https://www.youtube.com/watch?v=57pvfN8HlHg</a></li> </ul>
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Unit 3 Assessment Plan	
<p><b>Formative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> <li>• Questioning</li> <li>• Think-Pair-Share</li> <li>• Exit Slips</li> </ul>	<p><b>Summative Assessment</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> <li>• End of Unit Test</li> <li>• Mid unit quizzes</li> <li>• Performance Assessments</li> </ul>

Unit 3 Suggested Modifications/Accommodations/Extension Activities	
<p><b>English Language Learners (ELL)</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>	<p><b>Special Education / 504</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p> <p><b>Gifted and Talented</b> When possible, provide links to specific samples/ documents/ assignments/etc.</p>



<p><b>Examples of Strategies and Practices that Support English Language Learners:</b></p> <p><b>*All WIDA Can Do Descriptors can be found at:</b>  <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <p><b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>
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Unit 3 Connections	
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Career Readiness Practices</a></p>
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> 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.</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p> <ul style="list-style-type: none"> <li>• CRP1: Act as a responsible and contributing citizen and employee.</li> <li>• CRP2: Apply appropriate academic and technical skills.</li> <li>• CRP3: Attend to personal health and financial well-being.</li> <li>• CRP4: Communicate clearly and effectively and with reason.</li> <li>• CRP5: Consider the environmental, social and economic impacts of decisions.</li> <li>• CRP6: Demonstrate creativity and innovation.</li> </ul>



<ul style="list-style-type: none"> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9: Model integrity, ethical leadership and effective management.</li> <li>● CRP10: Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> <li>● CRP12: Work productively in teams while using global competence.</li> </ul>	<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p><i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/documents/ assignments/etc.</i> Refer to the NJ Student Learning Standards</p> <p><b>Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.</b></p>
<p style="text-align: center;"><b>21st Century Skills</b></p> <p><i>When possible, provide links to specific samples/documents/ assignments/etc.</i> Refer to the 21st Century Life and Skills</p>	<p><b>21st Century Themes and Skills</b></p> <p><b>21st Century Themes</b></p> <ul style="list-style-type: none"> <li>● Global Awareness</li> <li>● Environmental Literacy</li> <li>● Health Literacy</li> <li>● Civic Literacy</li> <li>● Financial, Economic, Business, and Entrepreneurial Literacy</li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● Creativity and Innovation (E)</li> <li>● Critical Thinking and Problem Solving (T) (A)</li> <li>● Communication (E)</li> <li>● Collaboration (E) (T)</li> </ul>









Unit . Economics

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks(CPIs)	Activities
<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</b></p> <p><b>6.2, 6.3</b></p> <p><b>NJSA 18A:35-28</b> <b>Holocaust/Genocide Education</b></p> <p><b>The Amistad Bill (A1301)</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> <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 class list of needs and wants.</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 write showing something that they learned about farming and selling produce.</li> <li>• <b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades: If I Only Had a Horn: Young Louis Armstrong (Link Below)</b></li> <li>• ReadWorks.org</li> <li>• ReadWorksDigital.org</li> <li>• Flocabulary.com</li> <li>• Brainpop.com</li> <li>• <a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></li> <li>• <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>• <a href="https://www.youtube.com/watch?v=lzYhsfj8dN4">https://www.youtube.com/watch?v=lzYhsfj8dN4</a></li> </ul>



**Unit 4 Assessment Plan**

**Formative Assessment**  
 When possible, provide links to specific samples/ documents/ assignments/etc.

- Questioning
- Think-Pair-Share
- Exit Slips

**Summative Assessment**  
 When possible, provide links to specific samples/ documents/ assignments/etc.

- End of Unit Test
- Mid unit quizzes
- Performance Assessments

**Unit 4 Suggested Modifications/Accommodations/Extension Activities**

**English Language Learners (ELL)**  
 When possible, provide links to specific samples/ documents/ assignments/etc.

- 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

**Special Education / 504**  
 When possible, provide links to specific samples/ documents/ assignments/etc.

- 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

**Gifted and Talented**  
 When possible, provide links to specific samples/ documents/ assignments/etc.

- 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

**Unit 4 Connections**

**NJSLS - Technology**  
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 Refer to the NJ Technology Standards

**Career Readiness Practices**  
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**21st Century Skills**

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Refer to the 21st Century Life and Skills

**21st Century Themes and Skills**

**21st Century Themes**

- Global Awareness

**Interdisciplinary Connections**

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Refer to the NJ Student Learning Standards

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





● *Environmental Literacy*

● *Health Literacy*

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*Entrepreneurial Literacy*

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

● *Creativity and Innovation (E)*

● *Critical Thinking and Problem Solving (T) (A)*

● *Communication (E)*

● *Collaboration (E) (T)*



**Unit 5: Citizenship**

Essential Questions/Standards	Instructional Objectives/ Skills and Benchmarks_(CPI/s)	Activities
<p>Why do we need government?</p> <p>Why should we follow rules?</p> <p><b>NJSLS-SS</b></p> <p><b>6.1, 6.3</b></p> <p><b>(NJSA 18A:35-28</b>  <b>Holocaust/Genocide</b>  <b>Education)</b></p> <p><b>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 mayor. 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; to understand that we have rules to guide us and 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>• <b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades: Grace For President (Link Below)</b></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> <li>• <a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></li> <li>• <a href="https://www.youtube.com/watch?v=xB2OAYM1kI">https://www.youtube.com/watch?v=xB2OAYM1kI</a></li> </ul>



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