

Washington Township Public Schools

COURSE OF STUDY – CURRICULUM GUIDE

Course: Social Studies Second Grade

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Description : The purpose of Social Studies education is to provide students with the knowledge, skills, and attitudes they need to be active, informed, self-directed, responsible citizens, and contributing members of their communities, state, nation, and world. Effective social studies education promotes the understanding of global relation and makes connections from the past, to the present, and into the future. It is our belief that social studies teaching and learning become powerful when they are meaningful, integrative, values-based, challenging, and active.

Joseph A. Vandenberg: *Assistant Superintendent for Curriculum & Instruction*

Barbara E. Marciano: *Director of Elementary Education*

Jack McGee: *Director of Secondary Education*

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BOE Approval: _____

Social Studies Education in the 21st Century

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.

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.

MAJOR UNITS OF STUDY

Course Title: Social Studies Second Grade

- I. Geography and Maps**

- II. Rules, Laws, and Rights/ Civics within the Community**

- III. Needs and Wants**

Social Studies Second Grade Pacing Guide

<u>Month</u>	<u>Curriculum Unit</u>	<u>Harcourt Unit</u>	<u>Literacy by Design Unit/Theme</u>
September	Unit 1	Unit 2: Geography <u>Benchmark Assessment 1</u>	<ul style="list-style-type: none"> Building Classroom Learning Community
October	Unit 2	Unit 4: People Long Ago	Unit 1: <i>Proud to be Me</i> Theme 1: <i>Stories From Our Past</i> Theme 2: <i>My Family</i>
November		Science	Themes 3 & 4
December	Unit 2	Unit 4: People Long Ago Continued <u>Benchmark Assessment 2</u>	Unit 3: <i>Living in America</i> Theme 5: <i>Where People Live</i> Theme 6: <i>Many States, One Country</i>
January		Science	Themes 7 & 8
February	Unit 2	Unit 1: Governing the People <u>Benchmark Assessment 3</u>	Unit 5: <i>Making a Difference</i> Theme 9: <i>Cast Your Vote</i> Theme 10: <i>Work That Matters</i>
March		Science	Themes 11 & 12
April	Unit 3	Unit 6: People in the Marketplace <u>Benchmark Assessment 4</u>	Unit 7: <i>Earning and Saving</i> Theme 13: <i>Your Money</i> Theme 14: <i>Going to Work</i>
May		Science	Themes 15 & 16
Integrated Throughout the Year		Historical Figures; Native Americans; Civic Leaders: Washington, Lincoln & Martin Luther King; Cultures - Various Holidays; Holocaust	

UNIT OVERVIEW

Course Title: Social Studies Second Grade

Unit #: 1

Unit Title: Geography and Maps

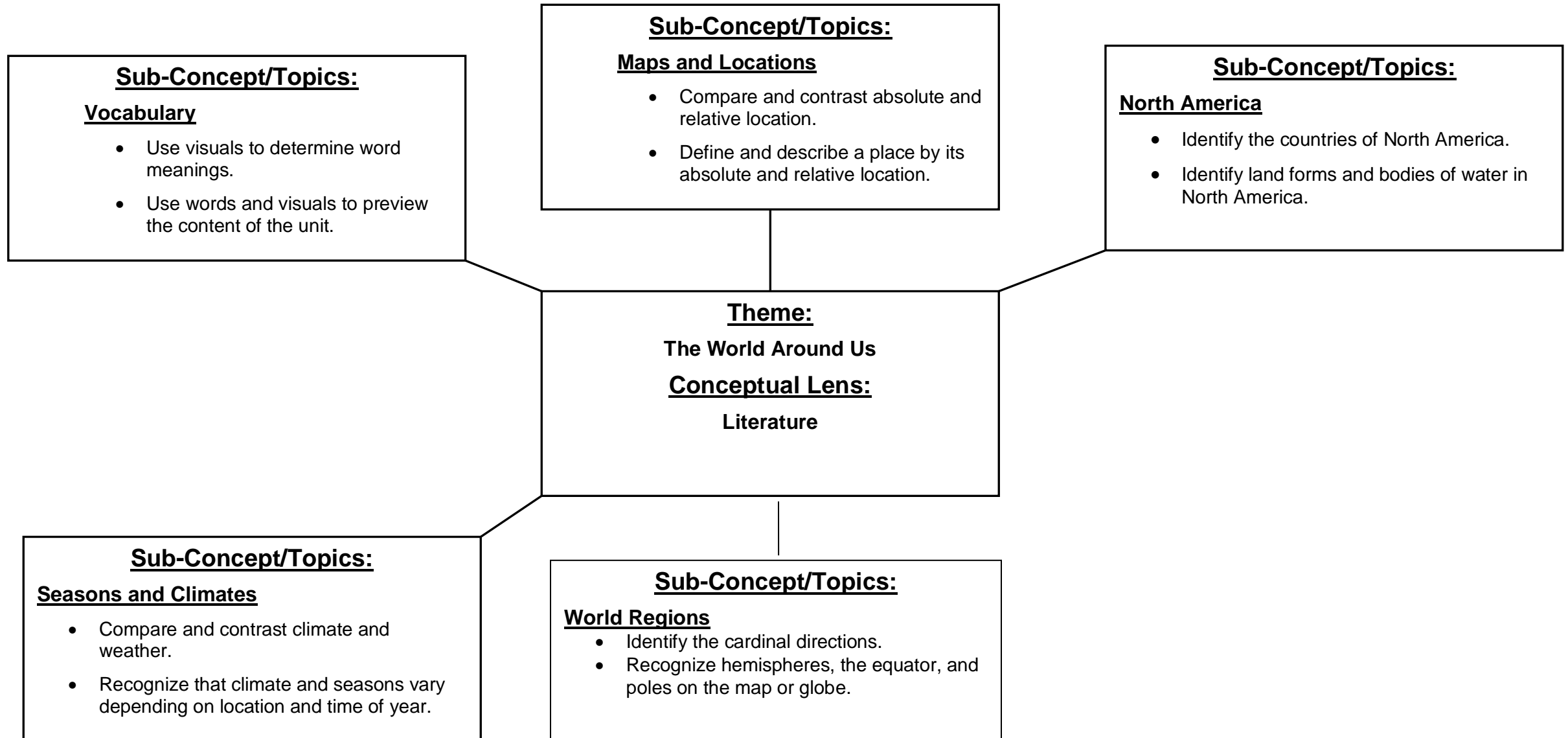
Unit Description and Objectives:

During this unit students will explore the concepts of physical geography (land and water), the names and uses of natural resources and their impact on the environment, and how maps and globes are used in everyday life. Through the use of literature, technology, and engaging activities, students will investigate concepts relating to air, water, and land.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth.	<ul style="list-style-type: none">• What is a map?• What are the differences between maps?• What useful information is found on different types of maps?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Second Grade
 Unit Number/Title: 1 Geography and Maps
 Conceptual Lens: Harcourt Unit 2 The World Around Us
 Appropriate Time Allocation (# of Days): Maps
4 Weeks

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
<u>RI5</u>	<u>SL1-a</u>	<u>SL2</u>	<u>RI9</u>
<u>RI10</u>	<u>SL1-b</u>	<u>RI3</u>	<u>RL1</u>
<u>W2</u>	<u>SL1-c</u>	<u>RI7</u>	<u>RL2</u>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Unit 2 The World Around Us Vocabulary and Preview Unit 2 2 days Maps and Locations 4 days North America 3 days Seasons and Climate 4 days World Regions 5 days Review and Benchmark 2 days	Compare and contrast information that can be found on different types of maps, and determine how the information may be useful. Recognize how a legend relates to the location of a place. Compare and contrast absolute and relative location. Identify the continent North America and its landforms and bodies of water. Compare and contrast climate and weather. Identify the cardinal directions.	<ul style="list-style-type: none"> • Identify and describe different kinds of maps • Explain the difference between maps • Explain the purposes for using different types of maps in relation to the information located in each map • Use visuals to determine word meanings • Identify the purpose of a legend. • Define and describe a place by its absolute and relative location. • Use a map grid to locate places on a map. • Identify the continent North America. • Identify the landforms of North 	Preview the unit by asking students what kinds of maps they have used. <i>Start with a Legend: "How the Prairie Became Ocean" TM 62-65</i> Homework and Practice p.12 Activity: Use a Map Grid TM 70-71 <i>Biography: "Benjamin Banneker" TM72-73</i> Homework and Practice p. 14-15 Activity: Write sentences that compare and contrast the weather of two different seasons of where you live. Activity: Read a Table TM88-89 Homework and Practice p. 17-19 Activity: Take a Virtual Tour	Map essentials Harcourt big book Unit 2 Atlas, globes, pull down map. Literacy by Design Route 66 Themes 5&6 Educational Video: How communities Grow and Change Safari Montage Interactive Time line Vocabulary Picture Cards Harcourt Teacher's Resource Package Social Studies Skills Transparencies	Harcourt website: www.harcourtschool.com/ss1 Document Camera Educational Videos Educational Websites Biography CD Rom for Harcourt Unit 2 Audiotext CD Collection Problem Solving Creativity Collaboration Communication Cross Cultural Understanding	6.1.4.B.1-4 6.1.4.B.6 6.1.4.B.10 6.1.4.D.6 6.1.4.D.12	Benchmark #1 Unit 2 Harcourt Assessment Program

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
		America. <ul style="list-style-type: none"> • Describe the climate of a place • Interpret information from a table or chart. • Recognize hemispheres, the equator, and poles on a map or globe. 	of Cape Cod National Seashore TM 96-97				

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Preread passage • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Utilize the Extension activities listed in your teacher's manual • Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media 	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <p>Harcourt Success for English Learners</p>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> • Reword, repeat, and rephrase instructions • Modify Theme tests • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain their answers on the Theme tests • Use audio CDs • Draw pictures for vocabulary words

UNIT OVERVIEW

Course Title: Social Studies Second Grade

Unit #: 2

Unit Title: Rules, Laws, and Rights/ Civics within the Community

Unit Description and Objectives:

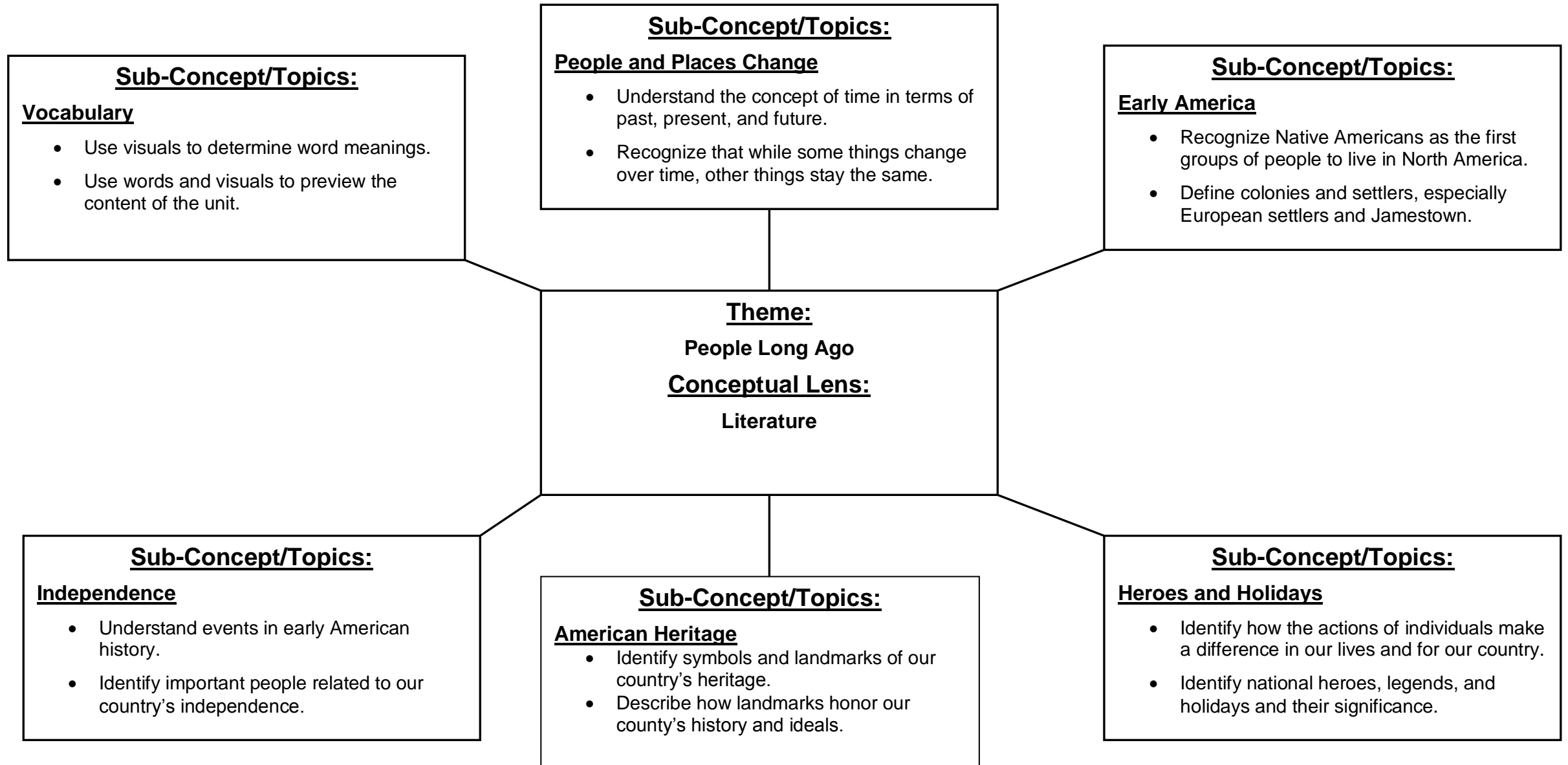
During this unit, the students will explore a range of literature and learn about concepts that focus on how a citizen can make a difference in our country. Students will also learn related vocabulary. They will understand that the government is for the people; learn how leaders are elected in the local, state, and federal governments. Through the use of literature, technology, and engaging activities students will investigate concepts related to rules, laws, and rights/ civics within the community.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	Rules and laws are developed to protect people’s rights and the security and welfare of society.	<ul style="list-style-type: none"> • What is a rule/law? • What are the differences between rules and laws? • Why do we have rules and laws? • How are rules and laws created? • What is a common good? • What is conflict? • How are conflicts resolved? • How do rules prevent conflicts? • What are the differences between community, state and national rules and

		laws?
2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.	<ul style="list-style-type: none"> • What is a right? • What is a guarantee? • What is the Constitution? • What is the Bill of Rights? • What is democracy?
3. How has the United States democratic system require active participation of its citizens?	The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.	<ul style="list-style-type: none"> • What effects do violations have on fundamental rights? • What does it mean to protest/boycott? • Who is Dr. Martin Luther King? • Who are other civil rights leaders and what was their inspiration for change? • What are civil rights? • What is social activism? • What is social change?
4. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?	People have different perspectives based on their beliefs, values, traditions, culture, and experiences.	<ul style="list-style-type: none"> • What are beliefs? • What are values? • What are traditions? • What is culture?
5. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?	People have different backgrounds which helped them gain freedom or prevented them from freedom.	<ul style="list-style-type: none"> • What is freedom? • What is equality?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Second Grade
2 Rules, Laws, and Rights/ Civics within the Community
 Harcourt: Unit 4 People Long Ago
 Unit Number/Title: LBD: Themes 1,2 and 5,6
 Conceptual Lens: Literature

Primary Core Content Standards referenced With Cumulative Progress Indicators			
<u>RF2-3-e</u>	<u>RL2-9</u>	<u>RF2-3-f</u>	<u>RF2-3</u>
<u>RF2-4-b</u>	<u>RL2-4</u>	<u>RF2-4-b</u>	<u>R12-1</u>
	<u>RL2-7</u>	<u>SL2-1</u>	<u>W2-1</u>
	<u>R12-4</u>	<u>L2-2-c</u>	<u>SL2-2</u>
<u>L2-4a</u>	<u>RL2-6</u>	<u>L2-3</u>	<u>R12-8</u>

Appropriate Time Allocation (# of Days): 6 Weeks

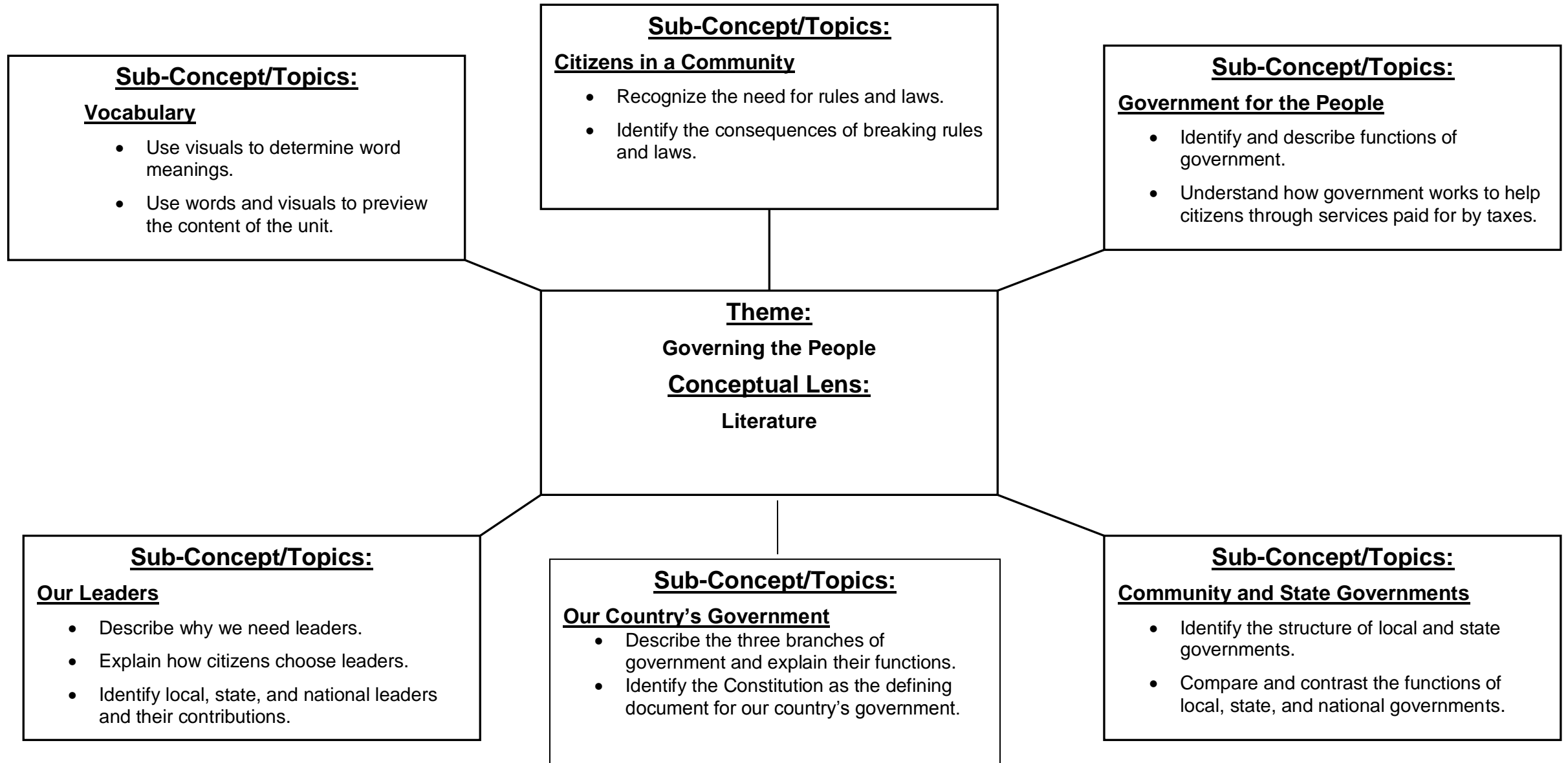
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
People Long Ago Vocabulary and Preview Unit 5 days People and Places Change 4 days Early America 4 days Independence 6 days American Heritage 3 days Heroes and Holidays 5 days Review and Benchmark 3 days	Use visuals to determine word meaning. Compare and contrast daily life with that of grandparents and great grandparents. Understand the concept of time in terms of past, present, and future. Recognize Native Americans as the first groups of people to live in North America. Understand events in early American history. Identify symbols and landmarks of our country's heritage.	<ul style="list-style-type: none"> • Use words and visuals to preview the content of the unit. • Identify "When I Was Young" as realistic fiction. • Recognize that while some things change over time, other things stay the same. • Describe the lifestyle of a Native American community. • Identify important people related to our country's independence. • Read a time line. • Describe how landmarks honor our county's history and ideals. 	Preview the unit by discussing with the students that history is the story of how people and places change over time. <i>Start with a story "When I was Young" Harcourt TM 158-171</i> Activity: Respond to story Harcourt TM 171 Read a Diagram Harcourt TM 176-177 Activity: Make a family tree that shows the members of your family. Homework and Practice Book p.34-35 <i>Trade Book: "Oh What A Thanksgiving" by: Steven Kroll</i> Activity: Draw a picture that shows one way Native	Literacy by Design Themes 1, 2 and 5,6. Harcourt Big Book Unit 4 Harcourt website: www.harcourtschool.com/ss1 Educational Video: Difference Between Needs and Wants Houghton Mifflin Reader's Theater: "On the Mayflower" Reader's Theater website: www.eduplace.com/theater/ Safari Montage Book: "Oh What A Thanksgiving!" by Steven Kroll	Harcourt website: www.harcourtschool.com/ss1 Reader's Theater website: www.eduplace.com/theater/ Document Camera Educational Videos Educational Websites Biography CD Rom for Harcourt Unit 4 Audiotext CD Collection Problem Solving Creativity Collaboration	6.1.4.A.1-3 6.1.4.A.7 6.1.4.A.9-12 6.1.4.A.14 6.1.4.B.1-3 6.1.4.B.7 6.1.4.C.9 6.1.4.C.16-17 6.1.4.D.4-6 6.1.4.D.11-12 6.1.4.D.14-18 6.3.4.A.1	Benchmark #2 Unit 4 Benchmark – People Long Ago (Reader's Theater) "On the Mayflower" Rubric/Benchmark Worksheet Unit 4 Performance Rubric (Reader's Theater Director's Guide T-9) Informal Assessment Roster (Reader's Theater T-17)

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	Identify how the actions of individuals make a difference in our lives and for our country.	<ul style="list-style-type: none"> Identify national heroes, legends, and holidays and their significance. Understand the importance of the actions and character of Dr. Martin Luther King Jr. 	<p><i>Americans helped the early North American Settlers.</i> Homework and Practice Book p. 37</p> <p>Interactive Timeline: Add Dr. King's Birth and Death Dates</p> <p>Reader's Theater: <i>Read "On the Mayflower"</i></p> <p><i>Activity: Perform Reader's Theater Play</i></p> <p><i>Educational Video: Difference Between Needs and Wants</i></p> <p>Literacy By Design Theme 1 (Stories From Our Past) Theme 2 (My Family) Theme 5 (Where People Live) Theme 6 (Many States, One Country)</p>	<p>Interactive Timeline Vocabulary Picture Cards</p> <p>Harcourt Teacher's Resource Package</p> <p>Social Studies Skills Transparencies</p>	Communication Cross Cultural Understanding		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Preread passage • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Utilize the Extension activities listed in your teacher's manual • Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media 	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <p>Harcourt Success for English Learners</p>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> • Reword, repeat, and rephrase instructions • Modify Theme tests • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain their answers on the Theme tests • Use audio CDs • Draw pictures for vocabulary words

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: Social Studies Second Grade

Unit Number/Title: 2 Rules, Laws and Rights/ Civics within the Community
Harcourt: Unit 1 Governing the People
LBD: Themes 1,2 and 9,10

Conceptual Lens: Bill of Rights

Appropriate Time Allocation (# of Days): 6 Weeks

Primary Core Content Standards referenced With Cumulative Progress Indicators

RF2-3-e	RF2-3-f	RI2-8	RI2-7
RF2-4-b	SL2-1	RL2-5	RL2-1
L2-4-a	RF2-3	RI2-6	RL2-7
RL2-9	RI2-1	SL2-4	
RL2-4	W2-1	RI2-3	
RL2-7	SL2-2	L2-2-c	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<p>Governing the People</p> <p>Vocabulary and Preview Unit 4 days</p> <p>Citizens in the Community 5 days</p> <p>Government for the People 4 days</p> <p>Our Leaders 5 days</p> <p>Our Country's Government 5 days</p> <p>Community and State Governments 5 days</p> <p>Review and Benchmark 2 days</p>	<p>Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>Identify and describe functions of government.</p> <p>Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of</p>	<ul style="list-style-type: none"> • Use visuals to determine word meanings. • Explain the difference between rules and laws. • Explain why we have rules and how they are created. • Understand how government works to help citizens through services paid for by taxes. • Describe conflict, how rules may prevent conflict and how conflicts are resolved. • Explain the differences between community, state, and national rules and laws. 	<p>Preview the unit by asking students how laws set by the government help people get along and stay safe.</p> <p><i>Start with a song "The Star Spangled Banner" TM6-7</i></p> <p>Activity: Think of a rule in your classroom or school and explain why it is important to follow the rule. TM 13</p> <p>Homework and Practice P. 3-4</p> <p>Activity: Imagine you are the mayor of your city. Tell how you would help your community. TM 27</p> <p>Homework and Practice p.6</p> <p><i>Biography: Susan B. Anthony TM 30-31</i></p> <p>Activity: Make a chart</p>	<p>Harcourt Big Book Unit 1</p> <p>Literacy by Design Themes 9-10</p> <p>Theme 9 (Cast Your Vote)</p> <p>Theme 10 (Work that Matters)</p> <p>Educational videos: Citizenship in the Community</p> <p>Houghton Mifflin Reader's Theater: Every Vote Counts</p> <p>Reader's Theater website: www.eduplace.com/theater/</p> <p>Harcourt website: www.harcourtschool.com/ss1</p> <p>Harcourt Big Book Unit 4</p>	<p>Reader's Theater website: www.eduplace.com/theater/</p> <p>Harcourt website: www.harcourtschool.com/ss1</p> <p>Document Camera</p> <p>Educational Videos</p> <p>Educational Websites</p> <p>Biography CD Rom for Harcourt</p> <p>Unit 1 Audiotext CD Collection</p> <p>Problem Solving</p> <p>Creativity</p> <p>Collaboration</p>	<p>6.1.4.A.1-9</p> <p>6.1.4.A.11</p> <p>6.1.4.A.15</p> <p>6.1.4.B.1-3</p> <p>6.1.4.B.5-6</p> <p>6.1.4.C.9-10</p> <p>6.1.4.C.16-18</p> <p>6.1.4.D.5</p> <p>6.1.4.D.17</p> <p>6.3.4.A.1</p> <p>6.3.4.A.4</p> <p>6.3.4.D.1</p>	<p>Benchmark #3</p> <p>Unit 1– Governing the People</p> <p>(Reader's Theater) "Every Vote Counts"</p> <p>Performance Rubric (Reader's Theater Director's Guide T-9)</p> <p>Informal Assessment Roster (Reader's Theater T-17)</p> <p>Rubric/Benchmark Worksheet Unit 1</p>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills</u> <u>Integration (Specify)</u>	<u>NJCCCS w/</u> <u>CPI Reference</u>	<u>Evaluation/ Assessment:</u>
	<p>American democracy.</p> <p>Describe the three branches of government and explain their functions.</p> <p>Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights. Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights.</p> <p>Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p>	<ul style="list-style-type: none"> • Describe a right. • Describe a guarantee. • Explain the U.S. Constitution. • Explain the Bill of Rights. • Explain democracy. • Explain the effects violations have on fundamental rights. • Explain what it means to protest/boycott. • Describe Dr. Martin Luther King. • Describe other civil rights leaders and their inspiration for change. • Describe civil rights. • Describe is social activism. • Explain social change. • Use a map title and map key to locate information. 	<p>showing the three branches of government and what they do.</p> <p>Homework and Practice p.7</p> <p>Activity: Read a Map Key TM46-47</p> <p>Activity: Take a Virtual Tour to the White House TM48-49</p>	<p>Interactive Timeline</p> <p>Vocabulary Picture Cards</p> <p>Harcourt Teacher’s Resource Package</p> <p>Social Studies Skills Transparencies</p> <p>Learning by Design Themes 1-2</p> <p>Theme 1 (Stories from our Past)</p> <p>Theme 2 (My Family)</p> <p>Safari Montage</p>	<p>Communication</p> <p>Cross Cultural Understanding</p> <p>Career Awareness</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Preread passage • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Utilize the Extension activities listed in your teacher's manual • Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media 	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <p>Harcourt Success for English Learners</p>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> • Reword, repeat, and rephrase instructions • Modify Theme tests • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain their answers on the Theme tests • Use audio CDs • Draw pictures for vocabulary words

UNIT OVERVIEW

Course Title: Social Studies Second Grade

Unit #: 3

Unit Title: Needs and Wants

Unit Description and Objectives:

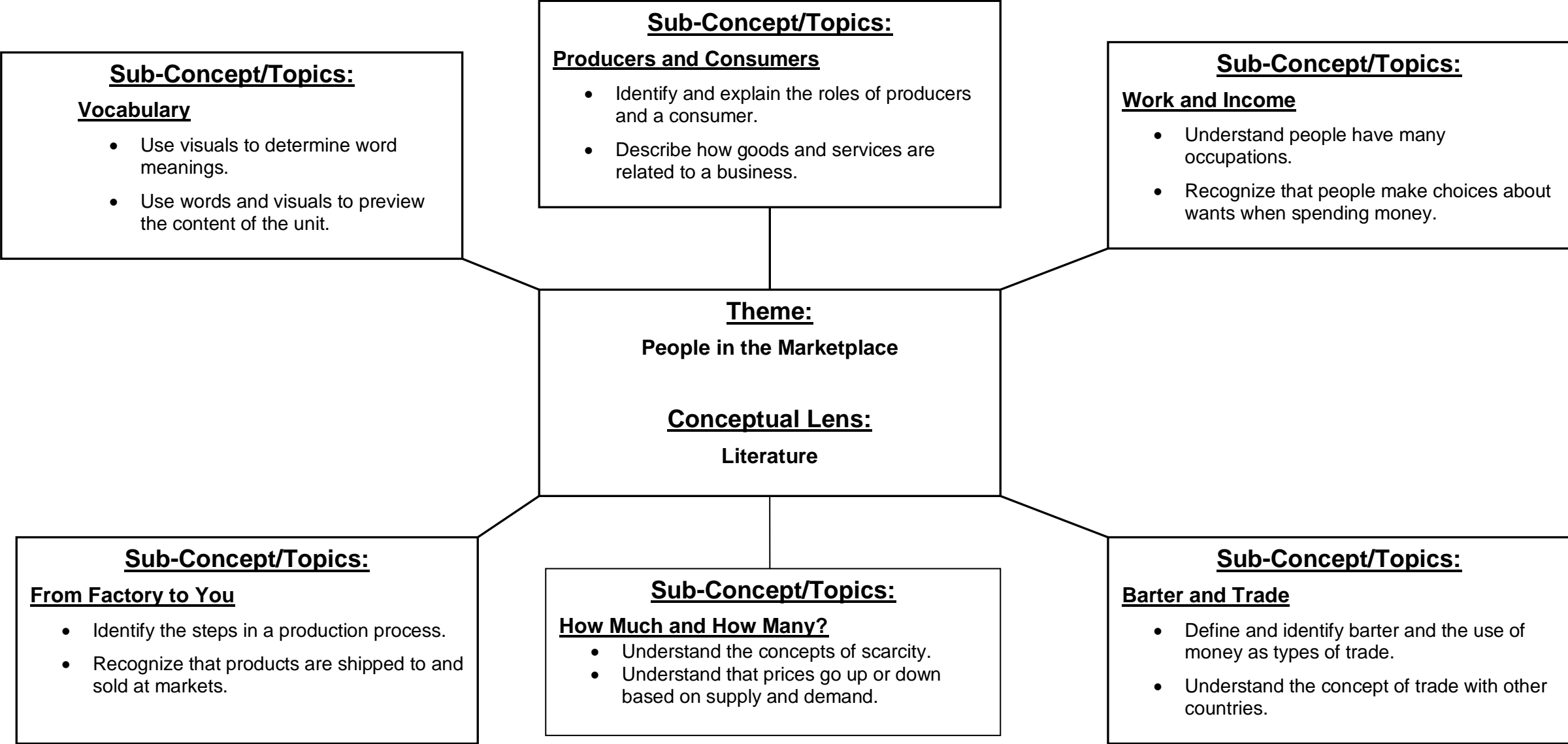
During this unit, the students will explore a range of literature and learn about stories about earning and saving money. The students will understand the concepts of producers and consumers; work and income; production; scarcity; and barter and trade. Through the use of literature, technology, and engaging activities students will investigate concepts related to needs and wants.

Essential Questions and Enduring Understandings:

Essential Questions:	<u>Enduring Understandings/Generalizations</u> Students will understand that:	Guiding Questions
1. How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?	People make decisions based on their needs, wants, and the availability of resources.	<ul style="list-style-type: none"> • What is opportunity cost? • How do we apply opportunity cost? • How do we make decisions? • How do individuals decide their needs and wants? • What are our needs and wants as individuals, communities and nations? • What is scarcity? • How do scarcity and choice influence these decisions?
2. What are the possible consequences of these decisions for individuals, groups, and societies?	Economics is a driving force for the occurrence of various events and phenomena in societies.	<ul style="list-style-type: none"> • What are incentives? • What are producers? • What are consumers? • Why do the incentives differ between producers

		and consumers?
<p>3. How have scientific and technological developments over the course of history changed the way people live and economies and government function?</p>	<p>Interaction among various institutions in the local, national, and global economies influences policymaking and societal outcomes.</p>	<ul style="list-style-type: none"> • What is specialization? • What is a good? • What is an exchange of goods? • What are services? • What is production? • How does specialization play a role in the production and exchange of goods and services?

UNIT GRAPHIC ORGANIZER



CURRICULUM UNIT PLAN

Course Title/Grade: **Social Studies Second Grade**
3 Needs and Wants
Harcourt Unit 6 People in the Marketplace
 Unit Number/Title: **LBD: Themes 13,14**
 Conceptual Lens: **Literature**
 Appropriate Time Allocation (# of Days): **4 Weeks**

<u>Primary Core Content Standards referenced With Cumulative Progress Indicators</u>			
<u>RL 2-5</u>	<u>R12-8</u>		
<u>RL 2-6</u>	<u>RL2-7</u>	<u>RL2-1</u>	<u>RL 2-3</u>
<u>RF 2-4-b</u>	<u>W2-1</u>	<u>SL2-1</u>	<u>L2-1</u>
<u>R12-1</u>	<u>L2-4-a</u>	<u>L2-3</u>	<u>SL2-2</u>

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities & Interdisciplinary Connections</u>	<u>Instructional Resources</u>	<u>Technology & 21st C Skills Integration (Specify)</u>	<u>NJCCCS w/ CPI Reference</u>	<u>Evaluation/ Assessment:</u>
Unit 6 People in the Marketplace Vocabulary and Preview Unit 6 5 days Producers and Consumers 5 days Work and Income 5 days From Factory to You 4 days How Much and How Many 4 days Barter and Trade 4 days Review and Benchmark 3 days	Interpret information from charts. Explain the process by which goods are delivered to markets. Recognize how producers are also consumers. Understand people have many occupations. Interpret the data from the Flowchart. Understand how raw materials and resources are used to make a product. Understand the concept of scarcity. Define and identify barter and the use of money as types of trade.	<ul style="list-style-type: none"> • Identify and explain the roles of a producer and a consumer. • Describe how goods and services are related to a business. • Recognize that people make choices about wants when spending money. • Describe the purpose of a Flowchart. • Identify the steps in a production process. • Understand that prices go up or down based on supply and demand. • Record data and information in a K-W-L chart. • Understand the concept of trade with other countries. 	Preview the unit by discussing with the students where their families go to get the things they want. <i>Start with a story "Supermarket" Harcourt TM 270-275</i> Read a Bar Graph TM 280-281 Biography : Wanda Montanez TM 282-283 Activity: TM 289 Write down occupations of family members or adults and decide which careers make goods. Read a Flowchart TM 300-301 Homework and Practice worksheet page 55 and 56. <i>Use a K-W-L chart to preview a passage and set a purpose for reading. TM 306-307</i>	Literacy by Design Themes 13, 14 Theme 13 (Your Money) Theme 14 (Going to Work) Harcourt Big Book Unit 6 Harcourt Website: www.harcourtschool.com/ss1 Safari Montage Interactive Timeline Vocabulary Picture Cards Harcourt Teacher's Resource Package Social Studies Skills Transparencies	Harcourt Website: www.harcourtschool.com/ss1 Document Camera Educational Videos Educational Websites Biography CD Rom for Harcourt Unit 6 Audiotext CD collection Career Awareness Problem Solving Creativity Collaboration Communication Income Money Management	6.1.4.A.1-9 6.1.4.A.11 6.1.4.A.13 6.1.4.A.16 6.1.4. B.1-5 6.1.4.B.6 6.1.4.B.8-10 6.1.4.C.2-10 6.1.4.C.12-13 6.1.4.C.15-18 6.1.4.D.3-6 6.1.4.D.12-18 6.3.4.A.1	Benchmark #4 Harcourt Unit 6 People in the Marketplace Assessment Program P. 46-48 Optional Unit Project: Career Report Performance Rubric (Career Presentation Worksheet)

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 st C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
			<p><i>Apply chart by showing what you know about countries getting goods from one another.</i></p> <p>Activity: Make a list of goods and services students could use to barter and circle the services.</p> <p><i>Marketplace TM 314-315</i></p>		<p>Planning, Saving, Investing</p> <p>Cross Cultural Understanding</p>		

Unit Modifications for Special Population Students:

Struggling Learners	Gifted and Talented Students (Challenge Activities)	English Language Learners	Special Education Students
<ul style="list-style-type: none"> • Preview vocabulary • Preread passage • Provide books on tape or compact disc for students to listen to passages, hear standard pronunciation, and increase understanding • Offer one-on-one support by enlisting instructional assistants, student teachers, and parents to read with students during IDR and at home 	<ul style="list-style-type: none"> • Encourage Gifted and Talented students to further explore topics of interest that arise during instruction using the internet, classroom library, school and local libraries, and resources they have at home • Utilize the Extension activities listed in your teacher's manual • Create assignments and projects for Gifted and Talented students which require them to apply concepts through multi-media 	<p>See Comprehensive Teacher's Guide for ELL Preview and/or ELL View for each lesson.</p> <p>Harcourt Success for English Learners</p>	<p>Refer to child's individual IEP modification section in addition to:</p> <ul style="list-style-type: none"> • Reword, repeat, and rephrase instructions • Modify Theme tests • Highlight graphic organizers and add lines to organizer for writing • Use visuals and concrete manipulatives to convey concept • Have students draw pictures on graphic organizers rather than write words • Coach students to pause and reflect at the end of each paragraph and at the end of each page • Have the students explain their answers on the Theme tests • Use audio CDs • Draw pictures for vocabulary words

									9.1.4.C.1 9.1.4.D.1 9.1.4.E.1
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***All core content areas may not be applicable in a particular course.**

Washington Township Public Schools
Department of Student Personnel Services

CURRICULUM MODIFICATION

The regular curriculum is modified for Special Education students enrolled in both self-contained and resource center classes.

Modifications address individual learning rates, styles, needs and the varying abilities of all special populations served in the programs available in the district.

The intent is three-fold:

- To provide alternative materials, techniques and evaluation criteria to address the range of students' needs;
- To parallel the regular curriculum in skill, content sequence and coverage to prepare students for mainstreaming;
- To maximize students' potential for movement to less restrictive environments.

In the event there is a conflict between the prescribed curriculum and the IEP for an individual student, the IEP will take precedence and will constitute the individually prescribed proficiencies for the student.