



## Washington Township School District

*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*



Course Title:	Social Studies				
Grade Level(s):	2				
Duration:	Full Year:		Semester:		Marking Period: 1 & 3
Course Description:	<p>The Washington Township School District first grade curriculum uses an integrated approach to general social studies that introduces the structures of schools and families. By using this approach, teachers will meet the needs of all students while aligning with the New Jersey Student Learning Standards for Social Studies. Students learn the rights and responsibilities of citizenship, as well as how to get along with classmates and follow school rules. The major topics of study for first grade are taken specifically from the New Jersey Student Learning Standards.</p> <p>Units:</p> <ol style="list-style-type: none"><li>1. Geography</li><li>2. Economics</li><li>3. History</li><li>4. Civics</li></ol>				
Grading Procedures:	Standards Based Grading: Beginning, Developing, Secure				
Primary Resources:	TCI Social Studies Alive! My Community				

### Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Angela Donato
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Under the Direction of:	Christine Gehringer, Elementary Supervisor
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Written: August 2020

Revised: August 2021

BOE Approval:

<b>Unit Title: <i>Unit 1: Geography</i></b>		
<b>Unit Description:</b> In this unit, students will learn about how to navigate through a map using map grid, map key, compass rose, and cardinal directions.		
<b>Unit Duration:</b> ~ 9 days		
<b>Desired Results</b>		
<b>Standards:</b> <ul style="list-style-type: none"><li>• A map is a symbolic representation of selected characteristics of a place.</li><li>• Geographic data can be used to identify cultural and environmental characteristics of places.</li></ul>		
<b>Indicators:</b> <ul style="list-style-type: none"><li>• 6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).</li><li>• 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).</li><li>• 6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).</li><li>• 6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).</li></ul>		
<b>Understandings:</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"><li>• Locate places on a map</li><li>• Use a map grid, map key, and compass rose</li><li>• Follow cardinal directions</li><li>• Trace a route on a map</li><li>• Create maps</li></ul>	<b>Essential Questions:</b>  <i>How do we use maps?</i>	
<b>Assessment Evidence</b>		
<b>Performance Tasks:</b> Vocabulary activities Interactive Journal assignments Activity participation Show What You Know Lesson Games	<b>Other Evidence:</b> Lesson 3 Assessment	
<b>Benchmark:</b> Benchmark 1 Includes three units: <i>Geography, Economics, and History</i> (to be given at the completion of Unit 3)		
<b>Learning Plan</b>		
Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.		
<b>Lesson Title Elements</b>	<b><i>Lesson 3: How Do We Use Maps?</i></b>	<b>Amendments/Advance Preparation</b>
<b>Preview Activity</b>	Day 1: Preview Activity (Journal pgs. 33-35)	Whole class introduction to lesson, project Interactive Journal pages.

<b>Vocabulary Activity</b>	Day 1 Cont.: Vocabulary Activity (Journal page 36)	Reference Vocabulary Toolkit for suggested activities. Journal page 36
<b>Extension</b>	Days 2 & 3: Reading Maps (Journal pgs. 11-18)	Read Sections 1-4 (Maps Show a Place, A Map Has a Key, A Map Has a Grid & A Map Has a Compass Rose). After reading each section, stop and discuss/respond to guiding questions. <b>Consider projecting the Interactive Journal pages and do a whole group/ turn and talk discussion.</b>
<b>Hands-On Activity</b>	Days 4, 5 & 6: Hands-On Activity—Using Maps to Explore Places (Journal pgs. 37-44)	Set up <i>Activity Cards A–C: Using Maps to Explore Places</i> in areas around the classroom. Students re-read sections 1-4 with a partner or in small groups. Students – Junior Geographers- respond to given questions. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b> Whole class discussion focused on answers to questions. Teacher projects questions/answers. Teacher projects map and students develop their own questions. Provide sentence frames to support students as needed.
<b>Show What You Know</b>	Day 7: Summary and Student Journal responses	After discussing summary (Journal pg.45) as a whole class, PRIOR TO students completing Journal page 46 independently, brainstorm items students may include in their map/map key. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b>
<b>Explore</b>	Day 8: Reading Text: “Lots of Lines”	Use physical globe and map. Read whole class Explore: Lots of Lines, projecting images from reading, discussing given questions.
<b>Additional Resources</b>		<ul style="list-style-type: none"> <li>BrainPOP Jr Reading Maps: <a href="https://jr.brainpop.com/socialstudies/geography/readingmaps/">https://jr.brainpop.com/socialstudies/geography/readingmaps/</a></li> <li>National Geographic Kids Beginner’s World Atlas 2019</li> </ul>
<b>Assessment</b>	Lesson 3: How Do We Use Maps?	

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Allow students to extend the Show What You Know activity by creating a map of a room in their home. Have them draw their maps and create a labeled grid with nine or more squares. Have students create their own map keys with six or more symbols for items in their rooms. Then have students develop five or more questions that ask classmates to locate items on their map. Encourage students to exchange maps with a partner and answer the partner’s questions.
<b>Struggling Learners</b>	Have volunteers read each section aloud while the rest of the class follows along. Complete the reading notes as a class, and make sure that students understand the main ideas of the section before moving on.
<b>English Language Learners</b>	Start by pre-teaching the vocabulary terms ( <i>map key, symbol, map grid, compass, compass rose</i> ) in context to familiarize students with using them throughout the lesson. Consider allowing students to work in small

	groups (instead of just pairs) for the map activities. Make sure to provide visuals and gestures as you are modeling cardinal directions.
<b>Special Needs Learners</b>	When working with maps, provide one-step directions for them to follow until they have mastered the use of the compass rose. For example, tell students: Start at the bank and go east. Then ask: Where will you be? Add subsequent directions as students are ready.
<b>Learners with a 504</b>	<b>Parent and Educator Resource Guide to Section 504</b> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a>

### Interdisciplinary Connections

#### Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.L. Anchor Standards: Language

Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJ.RI.2. Progress Indicators for Reading Informational Text

Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

#### Integration of Knowledge and Ideas

- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

#### Range of Reading and Level of Text Complexity

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

### NJ.RF.2. Progress Indicators for Reading Foundational Skills

#### Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.A. Read grade-level text with purpose and understanding.
- RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### NJ.SL.2. Progress Indicators for Speaking and Listening

#### Comprehension and Collaboration

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

### NJ.L.2. Progress Indicators for Language

#### Vocabulary Acquisition and Use

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

<b>Unit Title: <i>Unit 2: Economics</i></b>	
<b>Unit Description:</b> Throughout this unit, you will find out where the goods we use come from and learn about who provides services in our community.	
<b>Unit Duration:</b> ~ 17-18 days	
<b>Desired Results</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>Environmental characteristics influence the how and where people live.</li> <li>Global interconnections occur between human and physical systems across different regions of the world.</li> <li>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing)</li> <li>Goods and services are produced and exchanged in multiple ways.</li> <li>The availability of resources influences current and future economic conditions.</li> </ul>	
<b>Indicators:</b> <ul style="list-style-type: none"> <li>6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.</li> <li>6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).</li> <li>6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.</li> <li>6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.</li> <li>6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.</li> <li>6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.</li> <li>6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.</li> <li>6.3.2.Geo.GI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</li> <li>6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives.</li> <li>6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.</li> <li>6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.</li> <li>6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.</li> <li>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> <li>6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.</li> <li>6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries..</li> </ul>	
<b>Understandings:</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"> <li>Where the goods we use come from.</li> <li>Who provides services in our community.</li> </ul>	<b>Essential Questions:</b>  <i>How do people use our environment?</i> <i>Who provides services in a community?</i>

<ul style="list-style-type: none"> <li>Distinguish between things that are from nature and those made by people.</li> <li>Analyze how people live in different environments.</li> <li>Describe how the natural resources of different environments can be used for food, clothing, and shelter.</li> <li>Taxes pay for services</li> </ul>	
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Vocabulary activities Interactive Journal assignments Activity participation Show What You Know Extension Activities Lesson Games	<b>Other Evidence:</b> Unit Assessment: Economics Lesson 5 & 7 Assessments
<b>Benchmark:</b> Benchmark 1 Includes three units: <i>Geography, Economics, and History</i> (to be given at the completion of Unit 3)	
<b>Learning Plan</b>	
Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.	
<b>Lesson Title Elements</b>	<b>Lesson 5: How Do People Use Our Environment?</b>  <b>Amendments/Advance Preparation</b>
<b>Preview Activity</b>	Day 1: Preview Activity (Journal pgs. 71-73)  Activity may be done whole class with teacher <b>projecting Interactive Journal</b> - drag and drop images onto table & circle images made of wood.
<b>Vocabulary Activity</b>	Day 2: Vocabulary Activity (Journal page 74)  Reference Vocabulary Toolkit for suggested activities. Journal page 74- project cloze passage and complete whole class.
<b>Hands-On Activity</b>	Day 3, 4 & 5: Hands-On Activity—Using Our Environment for Food, Clothing & Shelter (Journal pgs. 75-87)  Read Sections 1–4 to learn about natural resources and different environments. <b>Project interactive slides top complete activity for each section.</b> (No need to sort objects again.)  Read Section 5 (Using Nature for Food) watch videos and discuss the environmental sources of each product- as a class sort the food objects and discuss sources. <b>Project interactive slides top complete activity for each section.</b>  Repeat same process for sections 6 (Using Nature for Clothing) & 7 (Using Nature to Make Shelter)



<b>Extension</b>	Day 6: Polluting Our Water, Land and Air	Read Sections 8-10 (Polluting Our Water, Polluting Our Land & Polluting Our Air). After reading each section, stop and discuss/respond to guiding questions. <b>Consider projecting the Interactive Journal pages and do a whole group/ turn and talk discussion and sort best solution for each act of pollution.</b>
<b>Show What You Know</b>	Day 7: Summary and Student Journal responses	After discussing summary (Journal pg.88) as a whole class, students complete Journal page 89 independently. <b>Journal response can be printed out or done on blank paper.</b>
<b>Explore</b>	Day 8: Reading Text: "Changes to Our Environment"	Read Explore "Changes to Our Environment" and discuss guiding questions.
<b>Additional Resources</b>		<ul style="list-style-type: none"> <li>BrainPOP Jr. Natural Resources: <a href="https://jr.brainpop.com/science/conservation/naturalresources/">https://jr.brainpop.com/science/conservation/naturalresources/</a></li> </ul>
<b>Explore (Optional)</b>	Day 9: Reading Text: "Tons of Garbage" and "Making Good Choices"	If you would like additional text for read aloud time/ Health, enrichment activities, or you would like to do more work with this lesson with your students, please use the Explore texts. <ul style="list-style-type: none"> <li>"Tons of Garbage"</li> <li>"Making Good Choices"</li> </ul>

<b>Lesson Title Elements</b>	<b><i>Lesson 7: Who Provides Services in a Community?</i></b>	<b>Amendments/Advance Preparation</b>
<b>Preview Activity</b>	Day 1: Preview Activity- Service Jobs (Journal pgs. 107-109)	Watch videos and identify the corresponding service provider. <b>Students may complete using their device and Interactive Journal or whole class projecting videos and journal pages. Note students can copy &amp; paste worker's names onto the chart.</b>
<b>Vocabulary Activity</b>	Day 2: Vocabulary Activity (Journal page 110)	Reference Vocabulary Toolkit for suggested activities. Journal page 110
<b>Hands-On Activity</b>	Day 3, 4 & 5: Hands-On Activity—Presenting Skits on Service Workers (Journal pgs. 111-119) and Reading sections 1-6	After reading and discussing different service workers (sections 1-6) and their contributions to a community, students are divided into eight small groups. You may follow the guide and have students develop a skit and act out the worker contributing to the community. OR you may develop an alternative activity meeting the same learning objective.
<b>Show What You Know</b>	Day 6: Summary and Student Journal responses	Read Summary (Journal pg. 120). Students write a paragraph describing their favorite service worker and how they contribute to the good of the community.
<b>Additional Resources</b>		<ul style="list-style-type: none"> <li>BrainPOP Jr Community Helpers: <a href="https://jr.brainpop.com/socialstudies/communities/communityhelpers/">https://jr.brainpop.com/socialstudies/communities/communityhelpers/</a></li> </ul>

		<ul style="list-style-type: none"> <li>BrainPOPJr Goods and Services:  <a href="https://jr.brainpop.com/socialstudies/economics/goodsandservices/">https://jr.brainpop.com/socialstudies/economics/goodsandservices/</a> </li> </ul>
<b>Explore</b>	Day 7: Reading Text: "Tax Time"	Use the text to teach about why we taxes and what/how they are used.
<b>Explore</b>	Day 8: Reading Text: "Working & Earning Money"	Use the text to teach about why we need to work and earn money. You may develop an activity where students can further explore this concept further.
<b>Assessment</b>	Lessons 5 and 7 Assessment	Combine questions from both lesson 5 & 7 assessments into one Economics assessment

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	<p><b>Lesson 5:</b> Help students identify one or more beaches, farmlands, and/or rainforests that have been damaged by pollution. Have them identify a problem and potential solutions. Encourage students to discuss the materials, labor, time, and even money they might need for their solutions. Have students write a paragraph that tells about the problem and how they would solve it. An alternative approach is to have students identify causes and effects related to their selected problems. Use the <u>depth and complexity iconic prompts</u> a tool for exploring cause and effect.</p> <p><b>Lesson 7:</b> Provide students with resources involving the eight careers in the lesson. Ask students to choose one service job and learn more about it. Students can share their learning in a multimedia presentation. Alternatively, students can compare and contrast two or more jobs using a Venn Diagram or other graphic organizer, or they can write a narrative, informative, or opinion piece about one or more service jobs.</p>
<b>Struggling Learners</b>	<p><b>Lesson 5:</b> Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in a small group with reading and completing the Vocabulary section in their Student Journals. Keep a chart with products students learned about in the lesson that related to beaches, farms, or rainforests. Allow students to use this chart to complete the writing in the Show What You Know activity.</p> <p><b>Lesson 7:</b> Use the Toolbar in the online text as a means of increasing reading comprehension. Assist students in a small group with reading and completing the Vocabulary activity and the Hands-On Activity Notes, or pair students strategically so they can be successful. If appropriate, allow students to dictate their answers to the skit planning questions and what they learned from the skits orally for a partner or adult to transcribe. Provide sentence frames (see the "Learners with Special Education Needs" section above).</p>
<b>English Language Learners</b>	<p><b>Lesson 5:</b> After students categorize items they buy from stores in the Preview assignment, provide them with old magazines. Have students find additional pictures that would fit in each of the categories of food, clothing, and toys. Once they have cut and glued the pictures in the correct category columns, assist students in writing or copying the names of the objects.</p> <p><b>Lesson 7:</b> In the Preview activity, ensure students know the names of all the service jobs and can describe what each job entails. As students prepare to create their skits, allow them to choose a service job that is familiar to them rather than pick randomly from the bag. Provide a word</p>

	bank to help them generate ideas for writing (for example, “restaurant,” “food,” “cook,” “pans”). After students write about their jobs, help them edit their sentences as needed.
<b>Special Needs Learners</b>	<p><b>Lesson 5:</b> Use sounds from online sources or downloaded from the Internet to, or use sounds recorded from your community. Ask them to identify the sounds and tell which sounds are from nature and which sounds are made by people. Ask students to categorize sounds involving the three environments in the lesson: (beach, farm, rainforest. Include both sounds from nature—such as birds chirping, dogs barking, rain falling, and wind rustling leaves and sounds that are made by people—such as people talking, footsteps, traffic noises, noise of machinery, and music.</p> <p><b>Lesson 7:</b> Allow students to discuss their answers from the Hands-On Activity Notes orally instead of writing. Alternatively, provide students with a frame that asks them to fill in only key words for their service job worker. For example:</p> <p>I am a _____.</p> <p>When I do my job, I _____.</p> <p>Some things I use to do my job are _____ and _____.</p> <p>The clothes I wear to do my job are _____.</p> <p>I like my job because _____.</p>
<b>Learners with a 504</b>	<p><b>Parent and Educator Resource Guide to Section 504</b>  <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>

### Interdisciplinary Connections

#### Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.L. Anchor Standards: Language

Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### NJ.RI.2. Progress Indicators for Reading Informational Text

##### Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

##### Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

##### Integration of Knowledge and Ideas

- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

#### NJ.RF.2. Progress Indicators for Reading Foundational Skills

##### Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.A. Read grade-level text with purpose and understanding.
- RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

#### NJ.SL.2. Progress Indicators for Speaking and Listening

##### Comprehension and Collaboration

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### NJ.L.2. Progress Indicators for Language

##### Vocabulary Acquisition and Use

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Integration of 21<sup>st</sup> Century Skills

<b>Core Idea:</b> There are actions an individual can take to help make this world a better place.	<b>Performance Expectation:</b> 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community. 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.
<b>Core Idea:</b> Different types of jobs require different knowledge and skills.	<b>Performance Expectation:</b> 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

<b>Unit Title: <i>Unit 3: History</i></b>	
<b>Unit Description:</b> Throughout this unit, you will identify the factors that cause a community to grow and change, explain the reasons communities get smaller, and identify causes and effects of changes in the local community.	
<b>Unit Duration:</b> ~ 13 days	
<b>Desired Results</b>	
<b>Standards:</b> <ul style="list-style-type: none"> <li>Historical timelines put events in chronological order to help people understand the past.</li> <li>Historians analyze accounts of history through a variety of sources, including differing accounts of the same event.</li> <li>Historians create arguments outlining ideas or explanations based on evidence.</li> </ul>	
<b>Indicators:</b> <ul style="list-style-type: none"> <li>6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.</li> <li>6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.</li> <li>6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.</li> <li>6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).</li> <li>6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</li> </ul>	
<b>Understandings:</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"> <li>Different factors cause communities to grow and change</li> <li>Different factors cause communities to become smaller.</li> <li>Changes effect the local community.</li> </ul>	<b>Essential Questions:</b>  <i>How do communities change?</i>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Vocabulary activities Interactive Journal assignments Activity participation Exploration Activities Show What You Know Lesson Games	<b>Other Evidence:</b> Lesson 11 Assessment
<b>Benchmark:</b> Benchmark 1 Includes three units: <i>Geography, Economics, and History</i> (to be given at the completion of Unit 3)	
<b>Learning Plan</b>	
Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.	

Lesson Title Elements	Lesson 11: How Do Communities Change?	Amendments/Advance Preparation
Preview Activity	Day 1: Preview Activity (Journal pgs. 173-175)	Project the interactive journal- bar graph and complete as a class.
Vocabulary Activity	Day 2: Vocabulary Activity (Journal page 176)	Reference Vocabulary Toolkit for suggested activities. Journal page 176
Hands-On Activity	Days 3, 4 & 5: Hands-On Activity—Graphing How Two Communities Change Over Time (Journal pgs. 11-18)	<p>Students read graphs to understand how two communities differ and how each has changed over time. Then, choose which of the two communities they would like to live in based on what they learned.</p> <p>Set up stations around the classroom with <i>Activity Cards A–F: Community Graphs</i>.</p> <p>Students rotate with partner(s) to each of the eight stations. Students use the data on the graph at each station to answer questions.</p> <p><b>You may consider printing journal pages with questions for student teams.</b></p> <p>Confirm correct answers before proceeding to next station.</p> <p>Read sections 1-4 as a class and discuss each using Interactive Journal.</p>
Exploration	Days 6-10: Explore the History of Washington Township	<ul style="list-style-type: none"> <li>Read <i>How Did Our Community Start?</i> (copy provided to you from Washington Township booklet).</li> <li>*Discuss changes that we notice in our town from when they can remember until now. Examples: Jefferson Hospital (was Kennedy, now has parking garage, etc.), Washington Square complex, etc.</li> <li><b>*You will have photos to show as visuals.</b></li> <li>Read <i>Our Schools</i> (copy provided to you from Washington Township booklet).</li> <li>*Discuss changes in the schools in Washington Township and answer questions at the end. "How old are the schools now? How old is your school? Is it one of the old ones or one of the new ones? Other examples: Bunker Hill Middle School is newest middle school, Washington Township High School used to be two separate buildings, some grade levels at Elementary Schools used to be taught in a trailer on the side of the building, Bells School's back hallway wasn't always there, Kindergarten wasn't always in the Elementary Schools, etc.</li> <li>Read <i>Children Can Make A Difference!</i> (copy provided to you from Washington Township booklet)</li> </ul>

**Commented [AD1]:** Before and after photos will be shared with us.

		<p>*Discuss how we can help communities, volunteering, opening new businesses, clean-up days, etc.</p>
		<ul style="list-style-type: none"> <li>Read <i>The Olde Stone House Village</i> (copy provided to you from Washington Township booklet)</li> </ul> <p><b>*Teachers will be provided with QR codes, photos or a virtual tour to show a more details of the buildings..</b></p> <ul style="list-style-type: none"> <li>Create a timeline of the Township.</li> </ul> <p>*Note, you can complete this timeline over the course of a few days and do this as a whole group or in small groups.</p>
<b>Show What You Know</b>	Day 11: Summary and Student Journal responses Students will apply their new knowledge by sharing one new thing they learned about Washington Township.	After discussing summary (Journal pg.184) as a whole class, students complete Journal page 21 independently. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b> Formally or informally, have the students share one thing they learned new about Washington Township. Example: Bells School was built in 1967.
<b>Our Community book (Optional)</b>		If you would like additional text for read aloud time/ Health, enrichment activities, or you would like to do more work with this lesson with your students, please use the <b>Our Community book</b> (on Schoology) to explore more history of Washington Township.
<b>Assessment</b>	Lesson 12: How Do Communities Change?	
<b>Assessment</b>	Benchmark: Geography, Economics & History	

**Commented [AD2]:** In order to include this section, can we make copies of the books or scan in the book digitally to make available for the second grade teachers?

#### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Assist students in locating someone who has lived in their community for a long time, such as a parent, grandparent, neighbor, teacher, or other community member. Have students interview the person to find out how the community has changed over time. Encourage students to develop their own interview questions to find out how the community has either grown or gotten smaller and what has been done over time to help people in the community.</p> <p>Students may present the results of the interviews both in written and oral form, and they may also draw pictures to reflect some of the changes in their community. As an alternative, have students interview teachers, administrators, and/or staff members on how their school has changed over time. Document their learning in a manner most appropriate to the audience and task.</p>
<b>Struggling Learners</b>	Use the Toolbar in the online text as a means of increasing reading comprehension. During the Hands-On Activity, pair students strategically with students who are fluent readers so they can understand the questions and information on the graphs of Blue Mountain and Green Valley. If



	necessary, model one graph together in a teacher-led small group so students understand the task and steps involved at the stations. Make visible the pros and cons of living in each community so students are better equipped to make an informed decision on which community they prefer and why in the Show What You Know.
<b>English Language Learners</b>	Have students keep a “Community Picture Vocabulary” book throughout the lesson. Throughout the lesson, have them add or copy new community vocabulary terms and draw appropriate pictures to represent them. For example, their books might include police station, fire station, library, and doctor’s office. This will help students begin to learn the names of places in their community. If appropriate, allow students to select their current community or their families’ previous communities when completing the writing and drawing for the Show What You Know.
<b>Special Needs Learners</b>	Before student groups create a plan to help the community, help individual students select the roles with which they feel most comfortable. This will help reduce any anxiety students may have about a particular task and can help prevent disagreements among students. Emphasize students’ strengths and abilities when assisting them in finding the role best suited for their skill sets. In the Show What You Know section, modify the assignment if needed so that students can either write or draw their ideas.
<b>Learners with a 504</b>	<b>Parent and Educator Resource Guide to Section 504</b> <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a>

### Interdisciplinary Connections

#### Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.L. Anchor Standards: Language

Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level;

demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

#### NJ.RI.2. Progress Indicators for Reading Informational Text

##### Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

##### Craft and Structure

- RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

##### Integration of Knowledge and Ideas

- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

##### Range of Reading and Level of Text Complexity

- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

#### NJ.RF.2. Progress Indicators for Reading Foundational Skills

##### Fluency

- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- RF.2.4.A. Read grade-level text with purpose and understanding.
- RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.

#### NJ.SL.2. Progress Indicators for Speaking and Listening

##### Comprehension and Collaboration

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

#### NJ.L.2. Progress Indicators for Language

##### Vocabulary Acquisition and Use

- L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.
- L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- L.2.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Integration of 21<sup>st</sup> Century Skills

<b>Core Idea:</b> There are actions an individual can take to help make this world a better place.	<b>Performance Expectation:</b> <ul style="list-style-type: none"> <li>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.</li> <li>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</li> </ul>
<b>Core Idea:</b> Brainstorming can create new, innovative ideas.	<b>Performance Expectation:</b> <ul style="list-style-type: none"> <li>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2)</li> </ul>
<b>Core Idea:</b> Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem	<ul style="list-style-type: none"> <li>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).</li> <li>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</li> <li>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</li> </ul>

<b>Unit Title: <i>Unit 4: Civics</i></b>
<b>Unit Description:</b> Throughout this unit, students will learn about how governments function, what is it to be a good citizen, and the important aspects of a community.
<b>Unit Duration:</b> ~ 26-28 days
<b>Desired Results</b>
<b>Standards:</b> <ul style="list-style-type: none"> <li>Local community and government leaders have roles and responsibilities to provide services for their community members.</li> <li>Rules for all to live by are a result of the actions of government, organizations, and individuals.</li> <li>The actions of individuals and government affect decisions made for the common good.</li> <li>Certain character traits can help individuals become productive members of their community.</li> <li>When all members of the group are given the opportunity to participate in the decision-making process, everyone's voice is heard.</li> <li>Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing)</li> <li>Governments play an economic role in the lives of individuals and communities.</li> </ul>
<b>Indicators:</b> <ul style="list-style-type: none"> <li>6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).</li> <li>6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.</li> <li>6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.</li> <li>6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.</li> <li>6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.</li> <li>6.1.2.CivicsPI.6: Explain what government is and its function.</li> <li>6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.</li> <li>6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.</li> <li>6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</li> <li>6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.</li> <li>6.3.2.CivicsPD1: With adult guidance and support, bring awareness of a local issue to school and/pr community members and make recommendations for change.</li> <li>6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community.</li> <li>6.1.2.EconNE.2: Describe examples of goods and services that governments provide.</li> <li>6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).</li> </ul>

**Commented [AD3]:** Would this be the videos from the Mayor and Council President?

<b>Understandings:</b> <b><i>Students will understand that...</i></b> <ul style="list-style-type: none"> <li>• Voting is a process for decision-making</li> <li>• Community leaders have roles and responsibilities</li> <li>• Community problems can be solved</li> <li>• Good citizens have responsibilities and follow rules</li> <li>• Communities share</li> </ul>	<b>Essential Questions:</b>  <i>How can one person make a difference?</i> <i>How do leaders help their communities?</i> <i>What does a good citizen do?</i> <i>What do communities share?</i>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Vocabulary activities Interactive Journal assignments Activity participation Explore Activities Show What You Know Lesson Games	<b>Other Evidence:</b> Unit Assessment: Civics Lesson 13, 14, 15, & 16 Assessments
<b>Benchmark:</b> Benchmark 2 Includes one unit: <i>Civics</i> (Benchmark 2 will be given at the completion of this unit.)	
<b>Learning Plan</b>	
Each lesson within the program has the following elements: Preview Activity, Vocabulary Activity, Hands-on Activity, Extension, Show What You Know. Not all elements or all parts of each element will be taught.	
<b>Lesson Title Elements</b>	<b>Lesson 13: How Can One Person Make a Difference?</b>
<b>Preview Activity</b>	<b>Amendments/Advance Preparation</b>  Prepare blank drawing paper and crayons/ pencils for the journal response. You may choose to print Journal page 209 or use blank paper and have students draw with crayons. <ul style="list-style-type: none"> <li>• You can also use Kid President: <i>How to Change the World</i> video: <a href="https://www.youtube.com/watch?v=4z7qDsSKUmU">https://www.youtube.com/watch?v=4z7qDsSKUmU</a></li> </ul>
<b>Vocabulary Activity</b>	Day 1 Cont.: Vocabulary Activity (Journal page 210)  Reference Vocabulary Toolkit for suggested activities. Journal page 210
<b>Hands-On Activity</b>	Days 3 & 4 Hands-On Activity—Getting Along (Journal pgs. 211-217)  Place students into heterogeneous groups of three. Watch video about someone who solved problems in their community. Discuss and read corresponding section about that individual and record their notes about the problem faced and actions taken. Repeat for all four individuals. <ul style="list-style-type: none"> <li>• Jane Adams</li> <li>• Garrett A. Morgan</li> </ul>

		<ul style="list-style-type: none"> <li>• Susan La Flesche Picotte</li> <li>• Luis Valdez</li> </ul> <p>Students brainstorm solutions for each of the four scenarios. Whole group discussion on most interesting leader and touching problem.</p> <p><b>Use Interactive Journal, or can also be printed out or done on blank paper.</b></p>
<b>Explore</b>	Day 5: Reading Text: "Solving Problems in School and Your Community"	Use the text to teach about how good citizens ask questions and how to use primary sources when gathering facts. Students learn that good citizens take actions to help solve problems. As a class, students develop a compelling question and begin to research solutions. (This may assist students in next lesson with their letter to a community leader.)
<b>Show What You Know</b>	Day 5 Cont.: Summary	Discuss summary (Journal pg.218) as a whole class, making sure students understand that one person can make a big difference in their community.
<b>Additional Resources</b>		<ul style="list-style-type: none"> <li>• <u>A Picture Book of Martin Luther King Jr.</u> by David Adler</li> <li>• <u>A Picture Book of Cesar Chavez</u> by David Adler</li> <li>• <u>A Picture Book of Thomas Jefferson</u> by David Adler</li> <li>• <u>A Picture Book of Benjamin Franklin</u> by David Adler</li> <li>• <u>I Am Jackie Robinson</u> by Brad Meltzer</li> <li>• <u>Frederick's Journey: The Life of Frederick Douglass</u> by Doreen Rappaport</li> </ul>

<b>Lesson Title Elements</b>	<b><i>Lesson 14: How Do Leaders Help Their Communities?</i></b>	<b>Amendments/Advance Preparation</b>
<b>Preview Activity</b>	Day 1: Preview Activity- Debate the pros and cons of a new playground and swimming pool, vote for your favorite after discussing all ideas.	Activity Cards A-B: Debate Cards Use interactive journal to drag and drop given reasons. You may continue to brainstorm as a class or have students generate reasons with partners and then create a whole class list. Students debate using four prompts, then vote.
<b>Vocabulary Activity</b>	Day 2: Vocabulary Activity (Journal page 222)	Reference Vocabulary Toolkit for suggested activities. Journal page 222
<b>Hands-On Activity</b>	Days 3, 4 & 5: Hands-On Activity— Three Ways Community Leaders Can Help (Journal pgs. 223-229) and Reading sections 1-5	After reading sections 1-5, review and categorizing three types of actions community leaders can take to help communities in need. <ul style="list-style-type: none"> <li>• Making laws</li> <li>• Spending money for services</li> <li>• Deciding what to build</li> </ul>

		<p>Students collaborate with a partner to generate responses to help three different groups in the community.</p> <p>Students make use the interactive journal and blank paper to record their responses.</p>
<b>Social Studies Stories (Optional)</b>	Day 6: Reading Text: "Save the Park Day"	Use the text to teach about a student saw a problem and solved that problem in her community. This can be read during another read aloud time- great for Earth Day.
<b>Explore</b>	Day 7: Reading Text: "Leaders Help Us Live and Work Together"	<p>Use the text to teach about the leaders in our community. During the activity, play video clips made by Mayor Joann Gattinelli and Council President Joe Perry and Police Chief Pat Gurcik, discussing their roles in our community.</p> <p>Discuss the names and roles of:</p> <ul style="list-style-type: none"> <li>○ Leaders in class and school</li> <li>○ Mayor and council</li> <li>○ Governor</li> <li>○ President</li> </ul> <p>(This may assist students with their letter to a community leader.)</p>
<b>Show What You Know</b>	Day 8: Summary and Student Journal responses	<p>Read Summary (Journal pg. 230) and compose a letter to a community leader. Students may refer back to the previous lesson's Explore activity or the Save the Park Day reading for support.</p> <p>This activity may be done in small groups or with a partner.</p>
<b>Additional Resources</b>		<p>If accessible to you, BrainPOP Jr Local and State Governments  <a href="https://jr.brainpop.com/socialstudies/government/localandstategovernments/">https://jr.brainpop.com/socialstudies/government/localandstategovernments/</a></p> <p>Ben's Guide to U.S. Government for Kids  <a href="http://bensguide.gpo.gov/">http://bensguide.gpo.gov/</a>          Ben's Guide to U.S. Government for Kids is an excellent website for explaining why government is important, why we need leaders, and the three branches of government.</p> <p>Kids Can Make a Difference  <a href="https://kidscanmakeadifference.org/what-kids-can-do/">https://kidscanmakeadifference.org/what-kids-can-do/</a>          Leaders come in many ages and sizes. They help their communities by This site has information on volunteering, writing letters, testifying (contributing at public meetings), and raising money. You can also read about what other kids have done.</p> <p>Kid President: What Makes an Awesome Leader?  <a href="https://www.youtube.com/watch?v=KdL4o7wU0CQ">https://www.youtube.com/watch?v=KdL4o7wU0CQ</a></p>

		<p>Kid President is an incredibly popular motivational speaker who has made numerous videos on making your community and world a better place. This playlist includes all of Kid President's videos; most appropriate for this lesson is the video titled "What Makes an Awesome Leader?"</p> <p>Election and Voting Videos for Young Children  <a href="https://www.simplykinder.com/election-videos/">https://www.simplykinder.com/election-videos/</a>  This webpage contains age-appropriate, educational videos about elections and voting by Kids Academy, PBS Kids, Go Noodle, Sesame Street, and Kid President.</p>
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Lesson Title Elements	Lesson 15: What Does a Good Citizen Do?	Amendments/Advance Preparation
<b>Preview Activity</b>	Day 1: Preview Activity (Journal pgs. 231-233)	Students will match street signs to the rules they represent. <b>Suggestion: Consider projecting the Interactive Journal or working in partners.</b>
<b>Vocabulary Activity</b>	Day 1 Cont.: Vocabulary Activity (Journal page 234)	Reference Vocabulary Toolkit for suggested activities. Journal page 234
<b>Hands-On Activity</b>	Days 2: Hands-On Activity—Going for a Swim (Journal pgs. 235-238) and Reading sections 1 & 2	Pool toys Create a scenario where the students experience the "pool" with mayhem and without rules, then create a Code of Conduct and experience the "pool" with the new rules and discuss their observations. Read sections 1 & 2 together.
<b>Hands-On Activity</b>	Days 3 & 4: Hands-On Activity—Swimming Pool Citizenship (Journal pgs. 239-245) and Reading sections 3-8	Read and discuss sections 3-8. In small groups students act out one of the pool scenarios. <b>You may project the pool scenarios or students may view them through the interactive journal.</b> <b>Students verbally discuss and brainstorm solutions in their small group then act out for the class what a good citizen would do.</b>
<b>Explore (During June)</b>	Day 5: Good Citizens Take Care of the Flag	<b>June 14<sup>th</sup> is Flag Day-</b> Read this article to further teach the ways citizens show respect to the American Flag.
<b>Show What You Know</b>	Day 6: Summary and Student Journal responses	Read Summary (Journal pg. 246). After discussing summary as a whole class, consider having students turn and talk, then independently complete Journal page 246. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b>
<b>Additional Resources</b>		You can also use YouTube video Good Citizen & Social Skills: <a href="https://www.youtube.com/watch?v=LKCtzuVbZPc">https://www.youtube.com/watch?v=LKCtzuVbZPc</a>



		You may use <i>Be An Active Citizen in Your Community</i> on EPIC BrainPOPJr Rights and Responsibilities Helpers: <a href="https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/">https://jr.brainpop.com/socialstudies/citizenship/rightsandresponsibilities/</a>
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Lesson Title Elements	Lesson 16: What Do Communities Share?	Amendments/Advance Preparation
<b>Preview Activity</b>	Day 1: Preview Activity	Students learn how to read a table. Project and Discuss Journal pages 247-249
<b>Vocabulary Activity</b>	Day 2: Vocabulary Activity (Journal page 250)	Reference Vocabulary Toolkit for suggested activities. Journal page 250
<b>Hands-On Activity</b>	Days 3, 4 & 5: Hands-On Activity- Creating a Table Comparing Four Communities (Journal pgs. 251-261)	Activity Cards A-D: Community Cards Read sections 1-8 of text Students work with a partner using activity cards to complete the table exercise.
<b>Show What You Know</b>	Day 6: Summary and Student Journal responses	Read Summary (Journal pg. 262). After discussing summary as a whole class, consider having students turn and talk, then independently complete Journal page 262. <b>Use Interactive Journal, or can also be printed out or done on blank paper.</b>
<b>Social Studies Stories (Optional)</b>	Day 7: Reading Text: "Happy Birthday, USA!"	Use this text to teach about why our nation celebrates Independence Day.
<b>Assessment</b>	Benchmark: Civics	

**Diversity, Equity & Inclusion Educational Resources:**  
<https://www.nj.gov/education/standards/dei/index.shtml>

#### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p><b>Lesson 13:</b> Have students work (individually or in groups) on a plan to implement a change they want to make in their own community. Encourage students to think about what their community needs and create a list of steps they could take to implement the change. Students should write a descriptive paragraph and draw pictures to explain how they would implement the change.</p> <p>As an alternative, ask students to research other leaders who have helped their communities. Provide opportunities for students to interview local residents who are working to help solve a problem. Encourage students to create a product of their choosing to bring attention to the problem and share ideas for solutions.</p>
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	<p><b>Lesson 14:</b> Extend the Show What You Know by having students actually write a community leader to ask for help with solving a problem. First, brainstorm problems that need solving in your local area. Assist students in finding contact information for community leaders who could help solve a problem. Have them describe the problem and suggest one of the three ways the leader can help: make a law, spend money, or decide to build something.</p> <p><b>Lesson 15:</b> Have students identify someone in their school or community who demonstrates the characteristics of a good citizen. Then have them draw a picture of that person helping others or helping the community. Have students present their "Community Good Citizens" to the class. You can display their work in a Good Citizen Gallery and add students' Good Citizen books to the gallery when they finish their good deeds. After viewing the gallery, brainstorm good-citizenship actions that students could perform in the community based on citizens they learned about.</p> <p><b>Lesson 16:</b> Introduce the economic terms specialization and interdependence. Tell students that when one community is known for producing a lot of one item, or good, we say they specialize in producing it. When we depend or rely on others to provide us with the things we need and want, this is called interdependence. Have students create a series of captioned pictures, using the information from the trading activity, to demonstrate these concepts. For example, students might write, "I am from Florida. We specialize in growing oranges. But orange growers need caps to work in the fields, so we are interdependent with people in Iowa when we trade oranges for caps." They can complete a series of these captioned pictures, using the other combinations of states from the activity, and share with the class or display on a bulletin board.</p>
<b>Struggling Learners</b>	<p><b>Lesson 13:</b> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Instead of placing all students into heterogeneous groups of three, consider forming a homogeneous group of struggling readers and provide adult support when reading about the community leaders in the text. After reading, ask students about the main ideas about each community leader to ensure comprehension. Chart students' responses for use when writing their Hands-On Activity Notes, as well as their award speech for the Presidential Medal of Honor in the Show What You Know section of the lesson.</p> <p><b>Lesson 14:</b> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Assist students with writing their reasons for a pool and a playground in the Preview section of the lesson. For the Hands-On Activity Notes, students can draw or write one way that community leaders could help the different groups of people.</p> <p><b>Lesson 15:</b> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Instead of dividing students into mixed-ability groups, group struggling readers together to provide adult-led support when writing their swimming pool rules in their Hands-On Activity Notes.</p> <p><b>Lesson 16:</b> Use the Toolbar in the online text as a means of increasing reading fluency and comprehension. Complete the Preview in a small group with targeted reading support. Ensure students can read and successfully complete the six tasks in the Vocabulary section of the Student Journal. Pair students strategically with a proficient reader when completing the Hands-On Activity Notes based on the text. Brainstorm ideas with students about</p>

	<p>their own community before students complete the Show What You Know assignment in their Student Journals. Chart these ideas for students to refer to when writing.</p>
<b>English Language Learners</b>	<p><b>Lesson 13:</b> During the Preview discussion, provide sentence starters for the questions on the Preview slides:</p> <p>*The problem I see is _____.</p> <p>*I could help solve this problem by _____.</p> <p>*It would make a difference because _____.</p> <p>In addition, provide sentence starters when students are answering questions about each of the four community leaders in the Hands-on Activity Notes. Encourage students to write captions for their drawings to foster fluency.</p> <p><b>Lesson 14:</b> Use the strategy of Total Physical Response, or TPR, during the Vocabulary section by acting out the words government, leaders, and vote. Students can draw pictures to represent these words as well. Give students sentence stems for the Hands-On Activity Notes when writing ways that community leaders can help. Use visual pictures from the Internet to show Washington Township's leaders.</p> <p><b>Lesson 15:</b> Provide sentence starters for students when writing their responses to situations involving good swimming pool citizenship in their Hands-On Activity Notes. As students prepare their suggestions for the Code of Conduct, allow them to draw their rules for good citizenship and have them dictate their sentences to explain the pictures they draw. The sentences can be transcribed for them or written out for them to copy or trace. Students might work in pairs so that they can give feedback to one another on their rules.</p> <p><b>Lesson 16:</b> Prior to the beginning of the lesson, gather students and review the concepts of geography, economy, civics, and history. Have students create drawings for each word to help reinforce the terms and meanings. These drawings can be done in a shared format, such as a mural or group poster, or collected and displayed for their classmates when drawings are finished.</p>
<b>Special Needs Learners</b>	<p><b>Lesson 13:</b> For the Show What You Know section, let students dictate their responses if appropriate. Allow them to record their ideas visually with pictures in their Student Journals or on a separate piece of paper. As an alternative, encourage students to design their own Medal of Freedom to give to one or more of the community leaders in the lesson.</p> <p><b>Lesson 14:</b> Go over the three things leaders can do to help their communities that are in the lesson: make laws, spend money, and decide what to build. Have students give examples of each, and chart their ideas for use throughout the lesson. Students can create signs that represent class or school laws. Use visual pictures from the Internet to show Washington Township's leaders.</p> <p><b>Lesson 15:</b> After reading Social Studies Stories: Good Citizen Lincoln, give students a selection of pictures from which to choose examples of people being good citizens as they create the good citizens statue for the activity. They can create a photographic mural to honor people being good citizens.</p>

	<p>Help students select photographs that show people being good citizens and explain their choices.</p> <p><b>Lesson 16:</b> Review rows and columns so students can refer to and complete the tables accurately in the lesson. Highlight key words from the charts that help students to compare and contrast the cities of Topeka and Denver. When reviewing this lesson's vocabulary, brainstorm things that tourists may say, think, feel, and do. Students can act these out in a charades-style game or create drawings to be shared with classmates.</p>
<b>Learners with a 504</b>	<p><b>Parent and Educator Resource Guide to Section 504</b>  <a href="https://www.parentcenterhub.org/ocr-guide-to-section504/">https://www.parentcenterhub.org/ocr-guide-to-section504/</a></p>

### Interdisciplinary Connections

#### Indicators:

NJSLSA.R. Anchor Standards: Reading

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Range of Reading and Level of Text Complexity

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.SL. Anchor Standards: Speaking and Listening

Comprehension and Collaboration

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- NJSLSA.L. Anchor Standards: Language

Knowledge of Language

- NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

- NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

NJ.RI.2. Progress Indicators for Reading Informational Text

Key Ideas and Details

- RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

<p>Craft and Structure</p> <ul style="list-style-type: none"> <li>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</li> <li>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</li> </ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.</li> </ul>
<p>NJ.RF.2. Progress Indicators for Reading Foundational Skills</p> <p>Fluency</p> <ul style="list-style-type: none"> <li>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</li> <li>RF.2.4.A. Read grade-level text with purpose and understanding.</li> <li>RF.2.4.C. Use context to confirm or self-correct word recognition and understanding, rereading, as necessary.</li> </ul>
<p>NJ.SL.2. Progress Indicators for Speaking and Listening</p> <p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> <li>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</li> <li>SL.2.1.A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>SL.2.1.B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li> <li>SL.2.1.C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> <li>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> </ul>
<p>NJ.L.2. Progress Indicators for Language</p> <p>Conventions of Standard English</p> <ul style="list-style-type: none"> <li>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>L.2.1.F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</li> <li>L.2.4.A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</li> <li>L.2.5.A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>L.2.6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</li> </ul>

Integration of 21 <sup>st</sup> Century Skills	
<p><b>Core Idea:</b></p> <p>There are actions an individual can take to help make this world a better place.</p>	<p><b>Performance Expectation:</b></p> <p>9.1.2.CR.1: Recognize ways to volunteer in the classroom, school, and community.</p> <p>9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business.</p>
<p><b>Core Idea:</b></p>	<p><b>Performance Expectation:</b></p>

Individuals from different cultures may have different points of view and experiences.	9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
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## **Appendix A**

### **Additional Social Studies Lessons**

*Inclusion of these activities and resources fulfills state mandates.*

#### **Patriot's Day (September 11<sup>th</sup>)**

- Day #1 – The Little Chapel That Stood by A.B. Curtis
  - SWBAT respond to text to tell who their hero is and why
  - [https://app.seesaw.me/pages/shared\\_activity?share\\_token=OSZ9L5HETeEvf6g17fUHGg&prompt\\_id=prompt.daf35be0-321f-48bd-89d1-23b4cea51457](https://app.seesaw.me/pages/shared_activity?share_token=OSZ9L5HETeEvf6g17fUHGg&prompt_id=prompt.daf35be0-321f-48bd-89d1-23b4cea51457)
- Day #2 – September 12<sup>th</sup> Written & Illustrated by 1<sup>st</sup> Grade Students at B.M. Elementary
  - SWBAT find textual evidence to identify how young students felt the day after 9/11/01; SWBAT make text-to-self connections to identify how they feel safe and secure in their own lives; SWBAT compose a thank you note to someone who makes them feel safe and secure
  - [https://app.seesaw.me/pages/shared\\_activity?share\\_token=r7FJuWGNRne9E\\_BdSivvhg&prompt\\_id=prompt.1e1f6ccd-2bba-46e1-b4ca-d57b85565df3](https://app.seesaw.me/pages/shared_activity?share_token=r7FJuWGNRne9E_BdSivvhg&prompt_id=prompt.1e1f6ccd-2bba-46e1-b4ca-d57b85565df3)

#### **Constitution Day (September 17<sup>th</sup>)**

- We the Kids by David Catrov
  - SWBAT make a text-to-world connection to name school rules and their importance
  - [https://app.seesaw.me/pages/shared\\_activity?share\\_token=t3XTIBpNSw27kVPU9cAvng&prompt\\_id=prompt.ec2acbb1-1da2-48b7-bd56-9af619397276](https://app.seesaw.me/pages/shared_activity?share_token=t3XTIBpNSw27kVPU9cAvng&prompt_id=prompt.ec2acbb1-1da2-48b7-bd56-9af619397276)

#### **MLK Day**

- Day #1 – MLK Jr. Brain Pop Jr. Video
  - SWBAT identify two important facts/achievements of Dr. Martin Luther King, Jr.
  - [https://app.seesaw.me/pages/shared\\_activity?share\\_token=Xpqvt0HZSPCs0rTT-KrKjg&prompt\\_id=prompt.5e40fe6c-ccb6-4054-b577-2d9314c4bcd7](https://app.seesaw.me/pages/shared_activity?share_token=Xpqvt0HZSPCs0rTT-KrKjg&prompt_id=prompt.5e40fe6c-ccb6-4054-b577-2d9314c4bcd7)
- Day #2 – A Picture Book of Martin Luther King Jr. by David Adler
  - SWBAT compose a 3-5 sentence paragraph describing how MLK Jr. persevered (connection to Positivity Project character trait for the week)

#### **Black History Month**

- Black History Month Bookshelf & Choice Board
  - SWBAT identify 4+ facts about a famous African American of their choosing; SWBAT connect the actions of their famous African American to one of the character strengths studied in Positivity Project
  - [https://app.seesaw.me/pages/shared\\_activity?share\\_token=JbUDFuN9RfSdjaGgS9xX4Q&prompt\\_id=prompt.6c0dc274-9c82-41db-9102-78211a9dcac4](https://app.seesaw.me/pages/shared_activity?share_token=JbUDFuN9RfSdjaGgS9xX4Q&prompt_id=prompt.6c0dc274-9c82-41db-9102-78211a9dcac4)
- Additional resources that coincide with the virtual Seesaw bookshelf (above):
  - A Picture Book of Martin Luther King Jr. by David Adler
  - <https://jr.brainpop.com/socialstudies/biographies/martinlutherkingjr/>
  - I Am Jackie Robinson by Brad Meltzer
  - <https://jr.brainpop.com/socialstudies/biographies/jackierobinson/>
  - Before She Was Harriet by Lesa Cline Ransome
  - <https://jr.brainpop.com/socialstudies/biographies/harriettubman/>

- o <https://jr.brainpop.com/socialstudies/biographies/rosaparks/>
  - o <https://jr.brainpop.com/socialstudies/biographies/rubybridges/>
- Additional, supplemental read alouds for other famous African Americans
  - o Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly
  - o Frederick's Journey: The Life of Frederick Douglass by Doreen Rappaport

#### **Women History Month**

- Women's History Month Bookshelf & Choice Board
  - o SWBAT identify 4+ facts about a famous historical woman of their choosing; SWBAT connect the actions of their famous woman in history to one of the character strengths studied in Positivity Project
  - o [https://app.seesaw.me/pages/shared\\_activity?share\\_token=gDmXBEY3TLc4FrOonhbTOA&prompt\\_id=prompt.3baaa8c7-8aa6-4b61-8573-1db07c8d6bd2](https://app.seesaw.me/pages/shared_activity?share_token=gDmXBEY3TLc4FrOonhbTOA&prompt_id=prompt.3baaa8c7-8aa6-4b61-8573-1db07c8d6bd2)
- Additional resources that coincide with the virtual Seesaw bookshelf (above):
  - o <https://jr.brainpop.com/socialstudies/biographies/maejemison/>
  - o <https://jr.brainpop.com/socialstudies/biographies/helenkeller/>
  - o <https://jr.brainpop.com/socialstudies/biographies/ameliaearhart/>
- Additional, supplemental read alouds for other famous women in history
  - o She Persisted: 13 American Women Who Changed the World by Chelsea Clinton
  - o Hidden Figures: The True Story of Four Black Women and the Space Race by Margot Lee Shetterly
  - o Let's Read About Betsy Ross by Danielle Denega
  - o Before She Was Harriet by Lesa Cline Ransome

#### **Positivity Project Aligned Texts**

- Alfie: The Turtle that Disappeared by Thyra Heder (*Concept/Theme: Perspective*)
- A Tale of Two Beasts by Fiona Robertson (*Concept/Theme: Perspective*)
- Astronaut Annie by Suzanna Slade (*Concept/Theme: Pursuing Dreams*)
- Chicken Sunday by Patricia Polacco (*Concept/Theme: Family/Community*)
- Children Just Like Me: A New Celebration Around the World by DK Publishing
- What is Culture? Our Multicultural World by Bobbie Kalman

#### **Suggested Read Alouds – Unit 1 (Maps)**

- National Geographic Kids Beginner's World Atlas 2019

#### **Suggested Read Alouds – Unit 4 (Biographies)**

- A Picture Book of Martin Luther King Jr. by David Adler
- A Picture Book of Cesar Chavez by David Adler
- A Picture Book of Thomas Jefferson by David Adler
- A Picture Book of Benjamin Franklin by David Adler
- I Am Jackie Robinson by Brad Meltzer
- Frederick's Journey: The Life of Frederick Douglass by Doreen Rappaport



**Appendix B**

**2020 New Jersey Student Learning Standards – Social Studies**

**6.1 U.S. History: America in the World by the End of Grade 2**

**Civics, Government, and Human Rights: Civics and Political Institutions**

	Units-Grade K					Units-Grade 1					Units-Grade 2				
6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).															4
6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.															4
6.1.2.CivicsPI.3: Explain how individuals work with different levels of government to make rules.	1														4
6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.					5										4
6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.															4
6.1.2.CivicsPI.6: Explain what government is and its function.															4

**Civics, Government, and Human Rights: Participation and Deliberation**

	Units-Grade K					Units-Grade 1					Units-Grade 2				
6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	1					1									4
6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.	1					1									

**Civics, Government, and Human Rights: Democratic Principles**

	Units-Grade K					Units-Grade 1					Units-Grade 2				
6.1.2.CivicsDP.1: Explain how national symbols reflect on American values and principles.	1	2								5					



6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	1		3					1										4
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#### Geography, People, and the Environment: Human Population Patterns

	Units-Grade K							Units-Grade 1							Units-Grade 2			
6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).			3							3								

#### Geography, People, and the Environment: Spatial Views of the World

	Units-Grade K							Units-Grade 1							Units-Grade 2			
6.1.2.Geo.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).										3					1			
6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom).			3							3					1			
6.1.2.Geo.SV.3: Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (wayfinding, thematic).										3					1			
6.1.2.Geo.SV.4: Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).															1			

#### Geography, People, and the Environment: Human Environment Interaction

	Units-Grade K							Units-Grade 1							Units-Grade 2			
6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.															2			

[illegible]

## Geography, People, and the Environment: Global Interconnections

Geography, People, and the Environment: Global Interconnections														
	Units-Grade K					Units-Grade 1					Units-Grade 2			
6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.												2		
6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.												2		

## Economics, Innovation, and Technology: Economic Ways of Thinking

[illegible]

### Economics, Innovation, and Technology: Exchange and Markets

	Units-Grade K						Units-Grade 1						Units-Grade 2			
6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services.									2					2		
6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.									2					2		
6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).									2							

### Economics, Innovation, and Technology: National Economy

	Units-Grade K						Units-Grade 1						Units-Grade 2			
6.1.2.EconNE.1: Identify examples of human capital, physical capital, and natural resources that contribute to favorable economic conditions.														2		
6.1.2.EconNE.2: Describe examples of goods and services that governments provide														2		4

### Economics, Innovation, and Technology: Global Economy

	Units-Grade K						Units-Grade 1						Units-Grade 2			
6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically.														2		
6.1.2.EconGE.2: Explain why people in one country trade goods and services with people in other countries.														2		

### History, Culture, and Perspectives: Continuity and Change

	Units-Grade K						Units-Grade 1						Units-Grade 2			
6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.										4					3	
6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.										4					3	

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.		2									4						3	
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**History, Culture, and Perspectives: Understanding Perspectives**

	Units-Grade K						Units-Grade 1						Units-Grade 2			
6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event.	1															
6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.	1															
6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.	1															

**History, Culture, and Perspectives: Historical Sourcing and Evidence**

	Units-Grade K						Units-Grade 1						Units-Grade 2			
6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.			3		5						5					
6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).			3													4
6.1.2.HistorySE.3: Use historical data from a variety of sources to investigate the development of a local community (e.g., origins of its name, originating members, important historical events and places).										4					3	

	Units-Grade K						Units-Grade 1						Units-Grade 2				
6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).																3	

## Civics, Government, and Human Rights: Participation and Deliberation

## Geography, People, and the Environment: Global Interconnections

	Units-Grade K					Units-Grade 1					Units-Grade 2			
6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.												2		
6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.												2		